

U-turns and after

The increasingly liberal statements about access to higher education coming from Government ministers in recent months have not been quantified in terms of student demand and numbers (page 14). No doubt the higher projections of demand have been scuttling around the Department of Education for some time: the good news is that they have now not only been published, but that Mr Kenneth Baker has cautiously described the higher target as "a not unworthy aspiration".

The high projection recognizes the increasing participation of girls, mature students and part-timers, the likelihood that educational standards will anyway rise, and that students will be coming in with different vocational qualifications. About time too, some might say - but the prospect of increased participation in higher education is still a pleasant one.

But in spite of the recent succession of apparent U-turns on university policy, the universities and polytechnics remain in a battered condition, and the extra £61 million grant announced this autumn will go on essential repairs to the system. It won't change the results of Government neglect, despite all its emphasis on management, of a crucial aspect of good management - the importance of motivating staff and encouraging them to go in for forward planning and development.

University departments are now short-staffed, with unfilled or (in shortage subjects) unfillable vacancies. They have had little or no scope to bring in new blood, and have been left with staff whose salaries have been badly eroded and whose promotion prospects are negligible. It is not easy, in those circumstances, for them to maintain a lively approach to undergraduate teaching.

And it doesn't help that the measures of quality imposed by both the Government and the University Grants Committee have been about levels of research, and students' A levels, and not about the quality and relevance of university teaching.

The UGC's own U-turn this week, explicitly allowing science and technology departments to lower their standards in order to provide more teachers in schools (page 8), emphasizes the need to widen the focus of university policy and to take a clearer look at what is offered to undergraduates.

The higher projection for student numbers, and other trends such as curriculum changes for 16 to 19-year-olds and the demand for more scientists and technologists, have important implications. Significant numbers of the students who reach university in the 1990s will come with different qualifications than before. The length and nature of the courses they are offered need careful thought.

This week's publications from the Committee of

Vice-Chancellors and Principals and the Standing Conference on University Entrance (page 1) show that, at least at the top level, the universities have taken this on board, and even welcomed it. They are looking at the implications of curriculum changes, and particularly the GCSE, for first degree courses, and they are at last positively encouraging qualifications such as BTEC and the International Baccalaureat, and even school profiles, as well as AS levels.

The polytechnic directors' announcement that they will not require A levels at all, and will accept students who have studied a broader sixth form course, based on AS levels, will accelerate the move away from a highly specialized curriculum for prospective university entrants. It may be that, for all their faults, AS levels may yet be the lever that opens up the sixth form curriculum.

But now that the Government has seized so much control of university planning and development, it also has a large responsibility for actively promoting the rethinking of degree courses which these changes demand, and where necessary making funds available for changes. Largely thanks to Government-imposed priorities, services for undergraduates have been seriously neglected in many university departments. It will now take positive support from the Government to rebuild and develop them.

COMMENT

War of nerves

It has been not so much a pay dispute this week, more a war of nerves. While everybody concerned has to be prepared for the big guns of the Cabinet to be brought up to impose a solution - which could be predicted to inflict a horrific casualty list - the main protagonists are still nervously strengthening prepared positions.

The Secretary of State in particular has been inviting selected emissaries into his bunker at the DES to probe for weak points in the defences of the signatories to the Acas agreement. And it is evident from the implacably hard line that he has been taking at these parleys that he wants the message passed back along the lines that he will not settle for the collegiate style of that pay package at any price - and certainly not at £80 million extra.

The message that Mr Kenneth Baker is receiving in return, however, is that an imperfect structure which can be agreed is better than a perfect structure which has to be imposed - and this although many interested parties prefer his version.

Another factor in the deadlock is that neither side wishes to be seen by parents and public as precipitating industrial action. This week's overwhelming rejection of the Scottish version of the package by the Educational Institute of Scotland, for example, may frighten the enemy, but it certainly makes the EIS nervous about backing it up, because it knows it does not alienate Scottish parents any further.

With both sides willing to wound and yet afraid to strike, and really not so very far apart, the time has surely come for flexibility.

Mr Baker reiterates that he is a patient man and, for all his hard line, there are hints about areas for compromise: he won't go back to Cabinet for another £80 million, but if the second instalment of the Acas deal were staged from October instead of September that could save £40 million; he wanted five levels of promoted posts above the main professional grade instead of two, covering 145,000 teachers instead of 80,000, but maybe he would settle for three. Above all, he was hostile to the idea that all teachers - good, bad or indifferent - could get onto a moving staircase of increments



until they reached £15,000 a year.

The inference seems to be that he wants employers and unions to work out how to place a merit bar across the MPG, or to propose paying for a third promoted tier by knocking, say, £400 a year off at the starting point. And by the time John Pearnman had an unexpectedly cordial meeting with him mid-week, it began to look as if the employers at least were ready to take a hint.

But the parents' spokesmen now see it as the collective responsibility of the Education Secretary, the employers and unions to produce a solution and they are surely right.

Who needs Catch-22?

The Oxfordshire parent who has lost her High Court bid to force the local education authority to provide the speech therapy that her son has been shown to need (page 3), provides another unwelcome example of the toothlessness of the 1981 Special Education Act.

There could be no more comprehensive demonstration that most of the energy generated since the Act has been diverted into providing statements of special educational needs, rather than the services to meet them.

The particular twist in this case was that the severely speech-disordered, nine-year-old in question was assessed as requiring therapy which could only

be provided by the local health authority, but that the statement was only binding on the education authority. Catch-22 - and more proof that services are provided and funded to suit departmental and professional demarcations rather than the needs, even the special needs, of the consumer.

If the Government had really wanted to translate the central thrust of the Warnock Report into reality, it could have moved on two fronts that would have given the Oxfordshire boy the sort of support that Warnock recommended.

The most direct approach would have been to give handicapped children and their parents the statutory rights enshrined in the United States in Public Law 94-142. If an American parent believes that the support required under an individualized educational plan (IEP) to enable the child to function "in the least restrictive environment" is not forthcoming, they can expect not only to take the local education authority to court, but to win.

It has been a much-used right, which has caused many headaches for administrators, and plenty of frowns at Federal funding level, but it has certainly earned services and attitudes around.

Up to now the expectation in this country has been that parents would be a less litigious lot. Maybe it is time for a rethink on that score, but legal rights will evidently not be enough.

Warnock made a number of recommendations that required collaboration between the health, education, social and employment services.

The Government took the easy way out, and the Department of Education produced legislation only in those areas which directly related to the education service. Shaking down departmental barriers is admittedly a major undertaking, though many of the most potent restraints are to do with funding, and it could be that a stronger commitment to joint funding at all levels would by-pass the sort of obstacle encountered in Oxfordshire.

Better late than never

To deny the possibility of a truly "balanced" or "objective" presentation of a controversial issue may be to state the theoretically obvious, but it is

no way invalidates balance and objectivity as desirable classroom goals. To find the ILEA (page 14) championing these principles may be unexpected in view of some recent pronouncements, but better late than never.

The ILEA inspectorate has produced a notably cautious little book whose main conclusions are blandly unexceptionable. Teachers must present a range of views on any contentious topic, and must see it as their duty to equip pupils to make up their own minds; heads must be involved in the formulation of policy, and the views of parents and governors should not be ignored.

"In maintaining the principle of balance teachers might consider it inappropriate to give detailed attention to the views and proposals for action of any political group whose policies are abhorrent to our society or which encourage conduct outside the law." That is well put, and wisely unspecific. "Respect for others, tolerance, and fairness" are to be further guiding principles in the pursuit of that overworked cliché, "good practice".

Following the lead taken by Sir Keith Joseph over teachers' declaration of their own views, the booklet avers that provided these are expressed in a properly balanced context they should "not be an obstacle to encouraging independent learning". The "neutral chair" also makes its expected guest appearance. But as so often with such virtuous statements of intent there is no recognition of the uncomfortable fact that the view pupils have of individual teachers will inevitably colour their view of those teachers' views.

Our report on the secondary school five miles from Sellafield (page 10) throws an oblique light on the matter, with its discovery that the business of the major local employer looms anything but large in the curriculum and this despite the fact that the head is a member of CND. Personal acquaintance seems to have had a predisposing effect, but lessons about the nuclear industry are largely factual and in the context of "an obligatory physics course; the literature on offer reflects both sides in the debate.

But bias is sneaky stuff, easy to sense, hard to pin down and eradicate. As newspapers and television continue their advance into politics it becomes ever more vital that children should be taught to analyse them critically. The ILEA booklet is a welcome start, but it is dealing in safe generalities.

Second opinion

Access on the 'shift' system

"We work day and night" is the slogan and real business of Boston Community college in downtown Boston, United States. It is situated in an area which currently threatens to become the city of Boston and around itself the City of Munda.

Visiting the US invariably makes one feel slothful and unimaginative when reflecting on comparisons with the United Kingdom. Worse and more important, the gap between our rhetoric and our reality is crammed with practices and beliefs which seem almost immovable compared with the energy and responsiveness of American systems.

In the five community colleges recently visited in New York, Washington DC and Boston, working and domestic commitments of students were first analysed and then were the educational programmes timetabled.

The resulting pattern was, to be honest, bizarre; early morning evening "shifts" proved most popular, frequently supplemented by Saturday classes.

The "median student" was black, female, aged 25 and usually with a child. She had probably dropped out of high school before graduating or had not acquired a high school diploma, high-enough standard to qualify for either higher education or employment, except of an unskilled manual kind.

She would now be working, often a full-time job and, for her, "work" meant being able to attend class outside normal working hours. Her job was irregular in its hours, and was likely, she had to change fairly often, then the college ensured that she could still adapt and re-design her own study programme.

Equally important to such a student is the credit system. She may, during one semester, follow courses which provide six credits (six hours a week) but then she may have to "drop out" for a year and later return and pick up further 12 credits, and so on.

However long it takes, and irrespective of variable patterns of study time, she can build up a portfolio of credits for transfer to the third and fourth years of the state university's degree programme.

If she originally enrolled on a vocational certificate rather than an associate degree programme, she is able to choose between direct job entry with recognized skills or a transfer into the associate degree programme.

Increasing numbers of students choose the latter after having acquired a new self-confidence and enjoyment of learning.

Can we claim the same for a UK student who initially chooses, say, a City and Guilds craft course and later wants to use her acquired experience and knowledge to transfer her to arts degree course?

Can we be sure, in spite of a good deal of philosophical commitment to increased access for potential students without our "gold standard" O and A levels, that we have yet adapted ourselves and our systems to guarantee genuine access?

Margaret Maden

Margaret Maden is principal advisor, tertiary planning, for the Inner London Education Authority.

Cheshire plans for local control

A plan to devolve further powers over secondary schools is being investigated by a special working party set up by the education committee.

The move, which involves a seminar in Cheshire, where the system of allowing headteachers discretion over spending is now well-advanced, "Cheshire", which allows "heads" to allocate 5 per cent of this money, will

now consider increasing this to 85 per cent, along the lines of the Cambridgeshire experiment. Both are "hung" authorities.

It would mean money allocated for staffing, books, stationery, materials, office costs, cleaning materials and replacement of furniture and equipment would be under the direct control of the head and governing body: a sum of between £1 million and £1.5 million, according to the size of the school.

Mr Walter Done, Cheshire's education officer for resources, said it would "give schools the freedom to put resources into areas they wanted to develop".

The scheme is in line with plans the Education Secretary is expected to include in the Conservative Party election manifesto, favouring more power to headteachers.

Sue Surkes reports on a survey which asked pupils in special schools for their views on integration ...

Handicapped children speak of mainstream fear

Few children in special schools and units favour integration for all pupils with special educational needs, a survey by the Inner London Education Authority has found.

Most pupils who supported the principle were in schools for emotional and behavioural difficulties and motor impairments. In schools for the deaf, integration for all had no support.

Some had replied that special school pupils would be unable to cope academically, socially or emotionally with the demands of ordinary schools. It was felt that those with severe or multiple disabilities, learning or communication problems or lack of self-confidence would have the hardest time.

The results come in a survey of pupils' views carried out by ILEA's research and statistics branch during consultation on the Fish Report, *Educational Opportunities for All?* That report recommended that ILEA adopt a policy "which aims to meet all children's and young people's special educational needs within nursery, primary and secondary schools and colleges".

Just over 300 interviews were carried out among secondary age pupils with a range of special educational needs, excepting autism and severe learning difficulties. Those questioned were generally

positive about their own schools. However, the curriculum was criticized as being restricted and boring. Many cited science and languages as subjects they were unable to do at their schools.

Fewer answers were given to questions about ordinary schools because while most pupils had experienced the mainstream sector, some either knew little about ordinary schools or did not understand the difference between them and special schools.

Ordinary schools were associated with greater social and educational opportunities. But many children thought that making friends would be harder there and feared bullying.

Nearly everyone thought the teachers would be less helpful. Some had experienced insensitivity in the past. One pupil, who had been to an ordinary school on a link course, recalled a teacher shouting to the other children to "make way for the spastic girl".

The pupils' opinions varied about whether they would like to go to an ordinary school themselves. Most at schools for emotional and behavioural difficulties and motor impairments said they would like to go away from children whom they saw as a bad influence.

But visually-impaired children were divided, and most of the delicate, and deaf pupils opposed.

... while a new ruling appears to put a question mark over whether the 1981 Education Act is workable.

Court turns down appeal

An Oxfordshire mother has lost a High Court bid to make her local authority responsible for her son's speech therapy.

The mother, whose nine-year-old son is severely speech-impaired but who cannot be identified by court order, wanted a judicial review based on two points that Oxfordshire I.e.a. was wrong to categorize speech therapy for her son as non-educational provision under the 1981 Act on special educational needs; and that, even if it was not wrong, it failed to consider whether it had the power to make a grant available for additional therapy.

The case hinged on the 1981 Act, under which local authorities have to make statements of special educational need. Oxfordshire had drawn up a statement for the boy - referred to in court only as A - and had included special therapy in a section on non-educational provision, accepting that he ideally needed five sessions a week. The local health authority, which employs the therapists, could only provide three.

Lord Justice May, sitting with Mr Justice McCowan, said he found it impossible to say that the I.e.a.'s inclusion of speech therapy in non-educational provision was irrational. He referred to the Quirk Report which led to the unification of speech therapy services under the National Health Service in the mid 1970s. Such history must be known by Parliament when it passed the 1981 Act, he said.

And he quoted an affidavit from Mr Graeme Sills, an assistant Treasury solicitor, who believed the education and health departments treated speech therapy, physiotherapy and other disciplines as non-educational provision to be made available "other than" by the I.e.a.

But Lord Justice May also cited evidence of support for the arguments put by the boy's counsel. He read part of an affidavit from a medical expert, Mr John Martin, who said education and speech therapy could not be separated in the boy's case and that if he could not communicate, he could not benefit from the education, he would make no progress, develop emotional and other problems and he would get worse, not better.

The second stage of Lord Justice May's judgment referred to the 1944 Education Act which empowers local authorities to provide expenses to allow a child to participate in school activities.

The argument put forward by the applicant's counsel, Mr John Friel, that speech therapy was necessary for the boy to take part was "attractive" but incorrect, Lord Justice May said. The purpose of the relevant regulation was to allow authorities to pay a child's expenses for activities such as going to a museum.

Nor could speech therapy be included under the "very wide" provision of the 1973 Local Government Act, Lord Justice May added. The provision of an additional school laboratory or athletics equipment

would be a different matter.

In his opinion, the power was not available to the local authority to make a grant in these circumstances.

The boy's mother, who intends to appeal, said after the decision, that her son was not going to get the speech therapy everyone agreed he needed. "We are very worried about his education," she said.

Mrs Moira Noble, education officer for the Association For All Speech Impaired Children (AFASIC), said: "We are very sad for the family concerned but at least we have clarification on this issue, which needed to be sorted out."

Mrs Jennifer Lambert, principal lecturer in speech pathology at Leeds Polytechnic, said she viewed with "great disappointment" the decision that speech therapy was a non-educational requirement. The judgment had avoided the "crux of the issue which is that this child's needs must be met" and had seemed to clarify the fact that the 1981 Act was "not as workable as one would hope."

Mr Bart Taylor, an Oxfordshire area education officer, said the court had reaffirmed what the I.e.a. had felt. But, he added, questions about the provision for and nature of the boy's needs had arisen during a routine review of his case in September. As a result, a re-assessment had been carried out with the permission of his parents. It would now be up to all parties involved to decide what to do next.



Scaled down version

School meals boss Arnold Fewell practised what he preached when he launched a healthy eating campaign aimed at 100,000 pupils in North Yorkshire. Out went steamed puddings, fatty fish fingers, greasy chips and stodgy spuds, and in came wholesome bread, fresh fruit, beans, salads and jacket potatoes. Four stone slipped off his frame, as these before and after pictures, taken three months apart, demonstrate.

Mr Fewell, 6ft 2ins and now a lightweight 17st 13lbs, adopted his own high fibre menu because he did not think children would take the word of a "fatty". "Even when I was trying to sell the menu to the kids I never realized how good it really is. All my clothes have fallen off me and it's cost over £200 to renew my wardrobe, but it's been worth it."

Mr Fewell helped create Herbie the carrot, who has been promoting Healthy Eating Really Better In Every way, but admitted that he had taken "a lot of stick" for his own physical shape.

Children's charities will benefit from his loss of pounds since he decided to sponsor his own slim.

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The disappearance of grammar

Dr Robert Burchfield tried out some of the Education Secretary's ideas about language teaching and literary bench-marks on teachers in London and Oxfordshire. He concludes that any journey back to grammar would be a stormy one

Next to our people, our language is our greatest national asset. Thus the Secretary of State for Education, Kenneth Baker, in a stirring piece in the November 7 issue of *The Times*, in which he announced that he will be appointing a high-level independent committee to make recommendations about what pupils in our schools should be taught about their own language.

It should be borne in mind that high-level independent reports have been prepared on the same subject at intervals throughout the century. The best-known, perhaps, are the Newbolt Report of 1921 (*The Teaching of English in England*), the Bullock Report (*A Language for Life*, HMSO 1975), and two booklets, *English from 5 to 16* (Curriculum Matters 1 (HMSO 1984) and *English from 16 to 18* (HMSO 1986)). Numerous other reports on language performance and related matters have also been issued by the DES in the 1980s.

These reports have been prepared in response to statements made by pa-

quite qualifications for the task" (Bullock, 516).

In *Curriculum Matters 1* Her Majesty's Inspectors divided English into four areas: listening, speaking, reading, and writing, and set down the case for expecting pupils to attain specific levels of competence by certain ages. An 11-year-old should know (they said):

- the rules of spelling,
- the difference between vowels and consonants,
- the functions and names of the main parts of speech,
- the terms "subject" and "object" and be able to identify them in their own writing,
- as well as six other matters of language. Other bench-marks were set for pupils aged 7 and 16.

The report was widely publicized. It seemed to make out a good case for "back to basics". But before the upsurge of parents and employers had died down, the teachers themselves, the only people in a position to do anything about it, rejected its main conclusions. Strong hostility was expressed to formal grammatical analysis and to the establishment of bench-marks. The teachers expressed their own objectives in much more guarded terms. A pupil of 11 should be capable of preparing (for example) "descriptions and accounts of personal and of vicarious experiences which embody both reflection and the expression of feelings". At the age of 16, most pupils "could be expected to have sustained the habit of voluntary reading". (The teachers certainly know how to write bureaucratic prose.)

Kenneth Baker's article, under the headline "Less box, more books", sets out the classic modern argument that sees television as a threat to reading. "Literature," he declared, "the reading of good books, is a richer and deeper experience than watching tele-



Robert Burchfield: "the brave new GCSE syllabuses do not come within a huff's roar of showing pupils how sentences are constructed"

vision. "I have no doubt that he is right. He might ponder, though, on the inescapable fact that most adults too now probably spend more time watching (tasteless) television than reading (good) books. In other words, if children are "at risk", or if their educational standards are endangered, because of television, they are no more, or at any rate no more seriously, exposed to progressive cultural degradation than their parents are. Television is an inescapable dimension of modern life. Even the deepest-dyed peasants in the People's Republic of China watch television. One of them told me in 1979 that he knew all about England from television. "The Queen?" I ventured. "Mrs Thatcher?" "No," he replied, "Hannah."

Most children can be drawn away from placing an excessive value on television only by stratagems of various kinds, and by the enthusiasm and imagination of people older than themselves. Television is just one more distracting element lying in ambush for children. A hundred years of compulsory education in this country have shown us all that only a relatively small proportion of children - the gifted few or GF - have any innate desire to learn more than the bare essentials of teachable subjects (at the time, that is). For the teaching of children the stratagems needed are similar in complexity to those used by the most skilful hill farmers with their sheepdogs. Without the skill and guidance of the farmers and the dogs, flocks of sheep would never end up in the right pens or paddocks. And so it is with the ordinarily gifted many - or OGM - at school.

Like Mr Baker I would like to see bench-marks for progress in English literature "which actually set out lists of the sorts of books or authors which children should be able to read and understand at particular ages and levels of achievement". But I would not expect the scheme to succeed except among the GF. Housman's "Wentwood Edge" which he gives as an example of great work that should be stored in everybody's memory, is exactly the kind of poem which the GF might find attractive. Equally it is the kind of poem that would put many of the OGM off poetry for life.

Since reading Kenneth Baker's article, I have looked into the ways in which GCSE English is being taught in a number of maintained schools in London and in Oxfordshire. I have also spoken to some publishing people to find out what kinds of books are being bought by the schools. *Oxford Secondary English 4*, a GCSE Course (OUP), published only last year, has already topped 80,000 copies in sales. The same author's *Understanding a GCSE Comprehension Course* (1986) is heading in the same direction. A third OUP book, *Choices*, published

last year, is also in great demand, and doubtless other publishers are exploiting the market with equally meritorious books. The money, it seems, despite all the protestations, is available for the purchase of essential books.

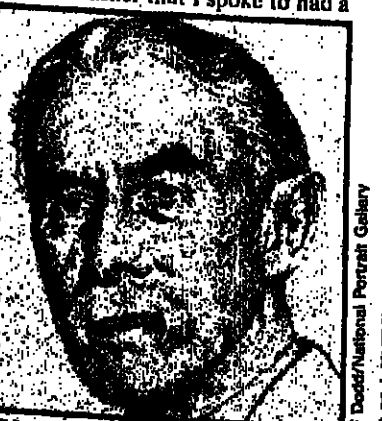
The teachers I spoke to seemed to be satisfied with the type of text selected for study. *Lord of the Flies* and one or two other slightly fading modern classics seem to have been put aside and the works of writers like Penelope Lively, Ronald Dahl, Bernard Ashley, and J D Salinger have taken their place. I noticed a marked interest in Caribbean literature and in books by writers from other ethnic areas. The GCSE texts chosen by the Northern Examining Association (Jane Austen, Dickens, Durrell, Arthur Miller) seemed a trifle more traditional than those selected by the Southern Examining Group (one of several titles that I did not recognize was the intriguing *Z for Zachariah*). The teachers all felt that on the question of reading Kenneth Baker was "hitting it windmills". The children are reading. The difference is that they are no longer (or seldom) making old-style value judgements about the quality of the texts as works of literature but are "looking for issues" in the books they read. One teacher remarked that "middle-class people are surrounded by people who are surrounded by *The Sun* and *EastEnders*". The politics of it all began to crackle. Repeatedly I was told about the teachers' fear of centralism, of some impending swish of the rod from Whitehall.

And grammar? Not a friendly word. "Parsing would not help." Some declared that "children internalize grammar" (or words to that effect) as they go along. Everyone remembered old, battered, much-loved grammars lying about in their youth like long-discarded toys - books that they thought had titles like *Mastery of English* or *Word Perfect*, but they couldn't be sure. No teacher that I spoke to had a

tantamount saying, "I wanted to ask the sharp decline in the use of the mandatory subjunctive in the present century wasn't an 'issue' worth pursuing. I wanted to ask a lot of other questions about grammatical matters that seem to me exhilarating. But the minds seemed closed to that kind of excitement."

Kenneth Baker has an explosive task ahead of him if he wishes to live formal grammar placed in the GCSE syllabus at some time in the future. There is in fact a deeply junior reading of grammar already in the syllabus - in *Oxford Secondary English 4* it is called "the technicalities". It is mostly concerned with the banalities of punctuation. Within it, "sentence grammar" all those inconvenient parts of speech that find a small place, about 2 per cent of a standard GCSE course book. As an Australian might put it, the brave new syllabuses do not come within a huff's roar of showing pupils how sentences are constructed. It is all very sad, and the journey back to grammar, if it ever comes about, will be a stormy one. I wonder if Kenneth Baker would propose that a knowledge of grammar (at the appropriate level) should be made part of the annual performance appraisal of teachers. Then at least they would have to find out what

Dr Robert Burchfield edited the *Long Volume Supplement to the OED* (1966) and is the author of *The English Language* (OUP, 1985).



A E Housman: much admired by Kenneth Baker

DIARY

Computer snag

A further twist in the saga of the Inner London Education Authority's projected eviction from County Hall: it has been announced that someone had tampered with the computer storing all the data also controls the traffic lights which once belonged to the Greater London Council.

Now standing the half a million or so would cost to shift the machine, wouldn't it provide a wonderful opportunity for revenge? A clever hacker could sabotage the system and silence the mighty roar of London's traffic.

Returning the flak

Three college principals are "fed up with libelous 'Tobbits' lashing out at the education service so they've formed an organization to fight back. FLAK (Forum for Learning and Academic Knowledge) so far consists of Mike Austin of Acorington, Noel Mahony of Yeovil and Ken Ruddiman of Wakefield, who are taking it in turn to monitor the media and answer back. Mr Ruddiman said: "There is no organization or co-ordinating group to counteract criticism. We've had enough - there is a lot of good work going on. Stand up and be counted." If you get a letter published in response to negative criticism you will be counted as a member of the club. Mr Ruddiman has already shown the way - *The Guardian* carried a letter from him on Tuesday.

Musical moral

Teachers are known to be fond of drawing morals, making the best use of available resources, using good examples... a deputy head was handed all of these on a plate on Monday night. The performer who had all the kids at the Schools Prom jumping up and down and yelling for more was the young black saxophonist, Courtney Pine. He stood at the last minute for Gail Thompson, who had a jaw injury, and his performance was a particular delight for one member of the audience, the deputy head of Wilberforce primary school, Queen's Park, West London, where Courtney was once a pupil. Next morning she began the school assembly with the question: "And which one of you will be playing at the Albert Hall in a few years time?"

Table talk

Kenneth Baker left one Cambridgehead head "fabergasted" during the course of his most publicized rural rides round the nation's schools. Claiming at the open-plan classroom, he asked: "Do they all sit together and chant their rhymes every day?" "Only when necessary," was the terse reply. Later, in a secondary school, Mr Baker was invited to lunch with the pupils while they had mince and two veg, and he and selected staff members savoured prawn cocktail washed down with wine - on a separate table.

Herr McCarthy

We might be getting teachers from West Germany after all. You remember that was one of the bright Government ideas to fill all those vacancies in science and technology. Although there seemed to be little enthusiasm for the scheme at first, some National Union of Teachers' members have wryly pointed out that it could at least help teachers over here who are suffering from *Bereitwilligkeit*, a nasty law which enables courts to dismiss or impose penalties on public employees involved in the peace movement or left-wing politics. This McCarthyism law could yet persuade them to come here - despite the pay.

Acronym



Sir Peter Swinnerton-Dyer: no financial penalty for universities which respond to the staffing crisis by relaxing entry requirements is physics and mathematics



Jeremy Sutcliffe reports from a conference held at the Royal Institution to tackle the shortage of science and craft, design and technology teachers

UGC welcomes lower entry standard

The University Grants Committee has taken the unprecedented step of publicly welcoming lower admission standards for mathematics and physics undergraduates, in an effort to solve the deepening crisis facing science teaching in schools.

Sir Peter Swinnerton-Dyer, the UGC's chairman, told universities this week to put aside fears of financial retribution for lowering standards to meet shortages.

"I want to make it clear that universities which act in this way will not be put at any disadvantage by doing so. Indeed, the UGC welcomes such a policy, provided always that the students admitted are suited to the course they intend to take," he said.

Sir Peter, who also said some univer-

sities may need to consider modifying existing mathematics and physics courses to fit such a policy, was speaking at a one-day conference organised by the Committee of Vice-Chancellors and Principals, the Committee of Directors of Polytechnics, and the Society of Education Officers, on the shortage of teachers in science and craft, design and technology.

His public reassurance that the UGC now welcomes such steps is in marked contrast to the previous position on the issue. Until now, universities have been reluctant to reduce standards for fear of what the UGC might do. This fear was based on the almost universal belief, at least until the early 1980s, that the UGC's major criteria in assessment for university

entrance were A level grades.

Although it is believed Sir Peter has already given private reassurance to some vice-chancellors, this is the first time the UGC has publicly supported the new policy.

His comments have been warmly received by several vice-chancellors, who support his belief that by easing entrance requirements more teachers can be attracted to the shortage subjects.

Professor John West, of Bradford University, immediately pledged to widen access to students who may not have the prescribed qualifications in mathematics and sciences.

The university would reconsider conversion courses to enable, for example, students with social science

qualifications at A level to switch to the shortage subjects. Professor Raulo Franklin, of City University, also welcomed the initiative. But he said it was too late for physics teaching at his university, where the shortage this year led to the decision to axe the subject.

Professor William Taylor, of Hull University, also supported the move, but warned that quality must not be sacrificed.

Sir Peter also told the Higher Education Works for Schools conference at the Royal Institution that the UGC is to set aside £1 million per year from next October for increasing the supply of mathematics, physics and CDT teachers in schools.

Shortage problem worsening - HMI

The national shortage of mathematics, physics and CDT teachers is worsening, the Senior Chief Inspector has warned.

Mr Eric Bolton told the Higher Education Works for Schools conference in London this week that, between 1982 and 1986, vacancies for mathematics and CDT teachers increased by 35 per cent and those for physics staff rose by 55 per cent.

During the period, the number of employed newly-trained teachers declined. In 1985, there were on the dole 22 specialists in maths (7 per cent of unfilled vacancies), six in physics (5 per cent) and 10 in CDT (6 per cent).

Wastage rates among serving teachers increased from under 8 per cent to 10 per cent for mathematics, and from just over 6 per cent to 8 per cent for physics.

Even more serious was the number of staff teaching subjects they were not qualified in. In mathematics, 28 per cent of those teaching it had no, or only subsidiary level, qualifications in the subject. In physics, the figure was 29 per cent. In design-based CDT it was 50 per cent.

Signs for the future were not good either, said Mr Bolton. In 1986, applications to initial teacher training courses in the shortage subjects were below the target figures set - for the first time ever.

These statistics related to secondary

schools, yet the Government, parents and society now expected some physical science and CDT to be taught at primary level.

There was also long-standing concern about the poor quality of mathematics in primary schools, due in part to the very small percentage of primary teachers with higher education qualifications in the subject.

Mr Bolton said: "We cannot ignore the primary schools' needs, particularly when the Cockerill Report on the teaching of mathematics revealed that most children's attitudes towards mathematics are set by the age of 11."

Because of falling school rolls, numbers going into higher education were expected to fall by at least 28,000 by 1995. But the demand for graduates would continue to increase. Even to stand still, teaching would need to attract a higher proportion of graduates than now.

Short-term measures were needed to fill the vacancies. But longer-term changes were also required. The curriculum needed to be broadened for all pupils up to the age of 18 to include continued contact with mathematics, English, science and the humanities.

But there was also a need to make teaching an attractive and high-status profession again, and to tackle the question of the primary curriculum and the training and qualifications of those who were to teach it.

2,500 physicists needed

Britain needs an extra 2,500 physics teachers immediately, Professor Paul Black, president of the Association for Science Education, told the conference.

Professor Black, who chaired the conference, said the teacher shortage was a serious long-term problem exacerbated in recent years by shrinking education budgets.

The shortfall could, however, be tackled by encouraging mature students to take up teaching, retraining

teachers qualified in other subjects, and making greater use of aids such as computers and video discs.

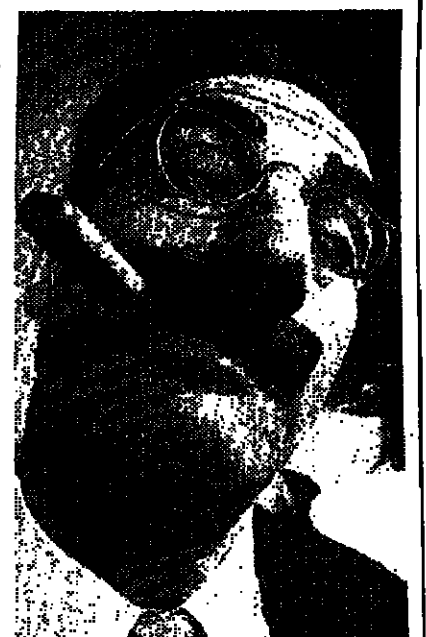
Mr Bob Dunn, education junior minister, itemized the measures taken by the Government since it launched a consultative document, *Action on Teacher Supply in Mathematics, Physics and Technology*, in July. These include £4 million to support initiatives on teacher supply in higher education, and a £1,200 bursary scheme for trainee teachers in shortage subjects.

THE TIMES

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Union makes better school demands

Smaller classes, non-contact time and additional subject specialists are among the new demands in a policy statement on primary education from the National Association of Schoolmasters/Union of Women Teachers.

The association says that if the primary school curriculum is to reflect the breadth, balance, relevance and differentiation demanded in the Government's White Paper, *Better Schools*, then staffing levels must match the curricular needs of pupils.

Standard class size should not exceed 25, with a maximum of 20 in reception classes. In a class with two age groups, there should be no more than 20 pupils and where there are three age groups, no more than 15. Additional staffing should be supplied to cover remedial, special, pastoral, bilingual and multi-cultural education.

The NAS/UTW wants all primary teachers to have 20 per cent non-contact time and extra specialist co-ordinators to work alongside the class teacher in subjects such as maths, music and science. All heads should do some teaching, but in a school with more than 175 pupils this should not count against staffing.

Report on Primary Education, NAS/UTW, Elliscourt Education Centre, Rose Hill, Rednal, Birmingham B45 8RS.

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THE TIMES Educational Supplement



Despite the changes, teachers have not relinquished control over what

Taylor-made for the future

Jeremy Sutcliffe visits a school where parents already have a powerful say in the curriculum

A visit to Stanley county junior school, in the well-off outer London suburb of Teddington, offers a rare glimpse of the future in action.

It shows how life may be for thousands of schools in the wake of the 1986 Education Act, which has decisively shifted power in school government away from the local education authorities towards parents.

Mr David Cooper, the head, has set out to "lift the veil of parental suspicion" which he believes shrouds many schools. Parents and governors at his school no longer have to accept changes in teaching methods or the curriculum by professional diktat. They are actively involved in shaping

the curriculum. The next - and far bigger - step, says Mr Cooper, is to involve them in the sensitive area of evaluation.

It all began with Circular 681, the 1982 directive from the Department of Education and Science, which for the first time required all curriculum changes to be approved by the governing body.

The school decided to go further, taking up many of the suggestions of

the 1977 Taylor Report which called for an equal partnership between schools, their governing bodies and local authorities.

"We decided that if we were really going to be accountable to parents and society at large we needed to take on board what they say about the curriculum," Mr Cooper said. "It's a renewal of credibility and trust. I feel that if we have the parents' consent they are more likely to back what we are doing."

Extensive talks between the head, his staff, governors and parents were, however, scuppered by industrial action and the initiative was only revived last summer.

Earlier this month the finishing touches were put to new curriculum aims for social studies, physical education and special needs, at a three-hour meeting of governors, PTA representatives and teachers. Further meetings are planned to redraw curricula for mathematics, science and language.

That is not to say that teachers have relinquished control of the curriculum. But governors and parents do have the power to make changes, and have, for example, taken the blue pencil to professional gobbledegook.

Mrs Pat Petch, the chairman of the governors, said: "We all think what is happening is terrific. We had a parents' evening to explain the changes last week and it has all been very well received. Every parent will get a booklet explaining the new curricula."

The teachers, too, have been enthusiastic in their support. But there are problems, even in a school where there is little deprivation and strong support from generally well-to-do parents.

The changes have brought extra work outside the classroom for teachers who get no free periods. As a 280-pupil school it has twelve-and-a-half (full-time equivalent) teachers, including the head, for 11 classes. The pressures caused by new initiatives, especially when they involve daytime meetings and training sessions for governors and parents are enormous.

Mrs Joy Tisdale, who is responsible

for the school's new social studies curriculum, commented: "Although this worked extremely well for us, I wonder how it would work in some of the smaller schools in inner London for example."

"The changes have been very able, but when it comes to the gritty of the fact that we are in contact with our own classes which our main responsibility it is difficult to do it properly you need adequate extra staffing within the school - or outside supply teachers."

If parental involvement in schools is to be encouraged by the Government, Mr Cooper believes it must face up to the staffing implications, particularly in primary schools where there are no free periods.

"If schools are to work in collaboration with parents and governors, we have got to have extra staff," he says.

Parents governors

Important that schools are staffed on curriculum needs and not on the basis of numbers of children. Non-contact time is desperately important in primary schools," he said.

So far no problems have been posed by non-representative parent pressure groups. Both the staff and the parents agree that by having a "balanced" governing body - two representatives each for the parents, i.e. (Allotment-controlled Richmond), staff and the community - no single interest can dominate.

The next stage is to involve governors, parents, the i.e.s., and possibly colleges of education, in evaluating what the school is doing. Before that happens, however, a way needs to be found to avoid the school's value being defined in over-parochial terms, says Mr Cooper.

It will be difficult, but he believes a solution must be found. "Unless we involve parents and governors in some form of evaluation parents will continue to ask: 'What the hell are they doing to our children?' The great problem is finding the time for teachers to make the changes happen."



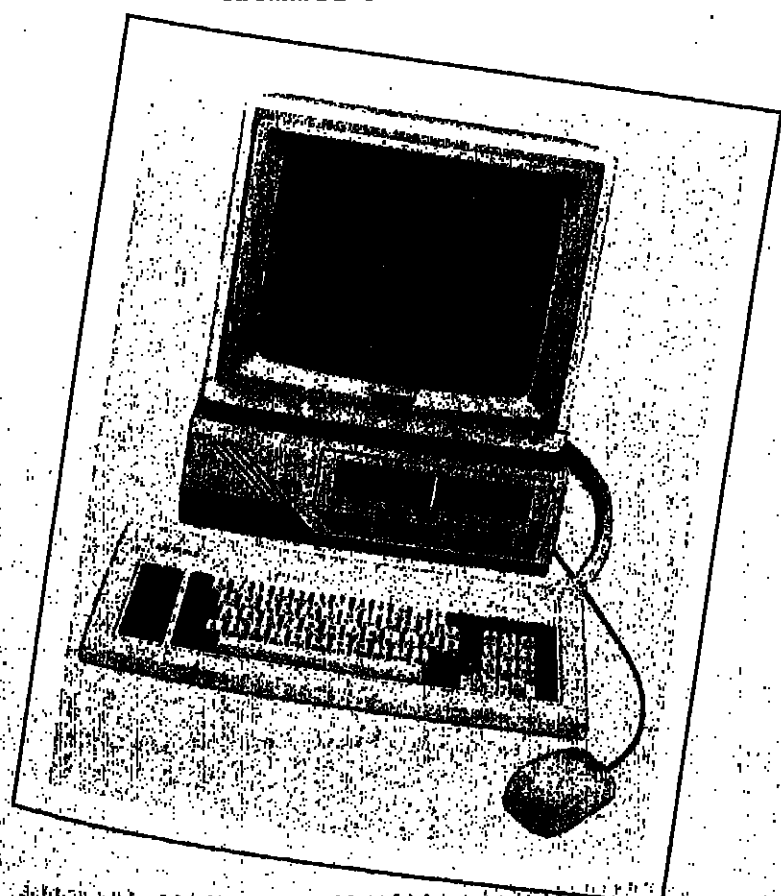
Paradoxically, greater parental involvement requires extra staffing

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TEACHERS' PAY

James Meikle visits a secondary school to find out how teachers view the rival salary and conditions packages currently under discussion . . .

How a staffroom will ponder the price of peace

Teachers at Prince William upper school in the small Northamptonshire town of Oundle were busy getting on with the job this week while their employers, unions and the Education Secretary fought over which pay and conditions package was the best.

Several staff members apologetically admitted they had neither had the time nor all the available information to make considered judgements.

Some first impressions may have seemed encouraging to Mr Kenneth Baker, who claims his offer of one professional grade and five tiers of promoted posts and incentive payments does more to reward good, ambitious teachers than the alternative, less hierarchical approach sealed after seven days' hard bargaining by negotiators.

Staff at Prince William recognized the attractions of the Government package but none was ready to suggest the pay of a good classroom teacher should be reduced as a result.

The new "egalitarian" structure favoured at Nottingham and Acs might cut down mobility in the profession and the old adage of moving for a promotion would no longer apply as easily.

There were mixed feelings, too, on the implications of the new contract, desired by both local authorities and Mr Baker. The less-suspicious teachers argued that they already did much of what could now be demanded in terms of hours, duties and responsibilities.

Others were worried about lack of detail. How would the extra working week beyond normal school term times be used? Did "restored periods" of cover really mean time off in lieu from timetable classes for covering teachers later in the term or just that they would have to stand in for fewer classes during another week? Just what would constitute "reasonable direction" by a head or local authority?

The contract was, for many, not being used to safeguard professionalism but rather to take away teachers' industrial muscle.

There was little difference of opinion, however, when it came to predicting the dangerous consequences if the Government forced its preference on teachers.

The school, where union allegiances are roughly divided three ways between the National Union of Teachers, the National Association of School-

masters/Union of Women Teachers, and the Assistant Masters and Mistresses Association, has had its share of closures in the past two years.

Yet staff relations are still cordial. The sanctions have been applied by the book, according to the head, Chris Lowe, as "people have always gone out of their way to make sure kids have not suffered."

But matters could get worse, not better, if confrontation and imposition resulted from the present seeming impasse, the Prince William teachers warned. A negotiated, imperfect settlement was better than one forced through against the wishes of those representing most teachers.

Mr Lowe, a council member of the Secondary Heads Association, said: "We might have preferred a hierarchical structure because we are used to it. It may be the Acs proposals are too big a leap into the wonderland of collegiality."

"If the unions and my colleagues are prepared to deliver the goods on contract and conditions, it ill-behaves

'The vast majority of heads and deputies are praying for calm and stability for the children as much as themselves'

anybody to push-push it. This package, if it delivers peace, is more important than protestation about differentials and technicalities."

He was said that the other heads' union, the National Association of Head Teachers, had not been prepared to back the negotiated deal in principle.

"There are children in all this. The vast majority of heads and deputies are praying for calm and stability for them as much as ourselves. I think a Baker imposition would be a tragedy because it would almost certainly not bring peace and calm. We have a safety net of a review after three years."

He said the present system did not give adequate rewards for responsibility. His heads of religious education and drama, for instance, were Scale 1 teachers. Others were on Scales 2, 3 and 4.

The school representatives for the three main unions recognized the

mixed response of members to the less hierarchical structure favoured by the negotiators. Derek Jones, the AMMA representative and Scale 3 head of chemistry, believed "the loss of status within school seems to be worrying people more than actual cash in the pocket."

He added that people who might have been teaching five to eight years were concerned that such experience might count for nothing if newer entrants to the profession were soon earning nearly the same.

The NUT representative, John Hardman, a Scale 3 head of environmental science, agreed that the collegiate approach "will be a very difficult thing to institute, but in the long run it will probably be quite acceptable to everybody."

Both the men and the NAS/UWT representative, Tony Combes, the head of biology, forecast pressure from some members for renewed industrial action if Mr Baker imposed his structure.

Mr Combes (and other NAS/UWT members at the school) did not question the refusal of their union to agree to the Nottingham/Acs proposals. They backed the national leadership that it should not have to choose "between the Devil and the deep blue sea."

But Government legislation would probably be met with more trouble in schools. "In their heart of hearts, all teachers want to avoid action," said Tony Combes. "But not at any price."

Richard Hamilton, a senior teacher and an AMMA member, said the contract could turn teachers into "counters of hours, counters of jobs."

He added: "Imposition might give me a few more pennies, but it is going to cause so much trouble, it is not worth it."

"A political conflict to suit our own careers, is not a particularly good way of going about things."

Peter Wiles, a Scale 4 teacher, head of science and an NUT member, is also looking for a new way of settling pay and conditions. "If we had a review body, with a proper union input, then unions could actually think about educational matters rather than about pay all the time."

He has reservations both about the contract, which could still mean completely different attitudes towards the job from different people, and the structure favoured by unions and local authorities.

The money on offer under the negotiated deal "will discourage people from leaving, but it still takes a long time to get to a reasonable salary compared with other jobs. In maths and physics, where there are shortages, I don't think it will encourage people at all."

John Rhodes, the head of English, does not belong to a union. But he blames teachers' loss of status more on attitudes of people outside the profession than on the standards and behaviour of those inside it.

The imposition of a settlement would only add to this decline of reputation. "There is a danger in saying: 'You are not responsible enough to do things yourself. You have to be told.'"

Rewards for responsibility backed

Most teachers want additional pay for good teaching and extra responsibility, according to a Gallup poll commissioned by the Daily Telegraph.

A sample of 503 teachers in England, Wales and Scotland revealed a 53 per cent majority in favour of such rewards, compared with 28 per cent favouring an equal spread of the available increase to all teachers.

Gallup asked teachers, by telephone or personal interview last week: "Which do you think should be the

most important feature of any new pay structure?" Secondary school teachers favoured incentive payments more than primary school teachers (58 per cent for 46 per cent against).

However, 46 per cent of all teachers in the poll preferred "the package agreed by four of the six teacher unions and their local authority employers, while only 19 per cent backed the proposals of the Education Secretary, which are being promoted by the Government as offering better re-

wards for senior and specialist staff. The survey found that teachers were divided on whether to call for strikes if Mr Baker decided to impose his package by law - 46 per cent were in favour of such action, 42 per cent against, and the rest undecided. According to the poll, 65 per cent of members of the National Union of Teachers, interviewed were in favour of a strike, as were 63 per cent of the National Association of Schoolmasters/Union of Women Teachers members.



Chris Lowe: ready for give-and-take on differentials

while Geraldine Hackett waits eight hours to witness employers and union leaders signing the agreement they reached the previous week

Short interval in a long-running show

It was definitely not the end, just the beginning, said Mr John Peerman, the chief negotiator for the local government employers.

So the four consenting teacher unions finally gathered in an Acs room for the ritual signing of the pay agreement. It was clear one principal player saw it as an interval only and not the final curtain.

Mr Peerman said he wanted to meet Mr Kenneth Baker, the Education Secretary, to persuade him of the value of the deal reached.

The National Union of Teachers, the Assistant Masters and Mistresses Association, the Secondary Heads Association and the Professional Association of Teachers said the agreement had only been signed with the proviso that it had yet to be put to their members.

Mr Fred Smithies, the general secretary of the second largest union, the NAS/UWT, had already left the Acs building, declaring that he hoped Mr Baker would reject the deal and thereby open the way to fresh negotiations.

The agreement may have been signed, but it looks far from being delivered. The SHA and the PAT were leaving caveats that their agreement rested to some extent on the willingness of the Government to fund the deal.

During the day, Sir John Wood, the chairman of the panel set up by Acs to oversee the negotiations, had held discussions in turn with each union to put to them Mr Baker's view that the existing pay document did not meet his requirement for a pay structure which would give higher rewards to senior and specialist teachers.

Proposals were discussed to add a tier to the promoted posts, offsetting the cost by a lower starting rate on the Main Professional Grade. Another suggestion that had been raised was a bar across the MPG beyond which teachers would have to prove their ability in order to progress.

But no proposals gathered enough support to be raised in the full meeting of the unions when they finally got together as a negotiating group.

Mr David Hart, the general secretary of the National Association of Head Teachers, stayed to watch the signing ceremony, but his discontent was apparent. He said the agreement would not provide the kind of pay structure needed.

After almost eight hours at Acs, the agreed deal was almost identical to the document negotiated last week before Mr Baker's objections had been considered. But it was still not clear to all whether this was a beginning or an end.

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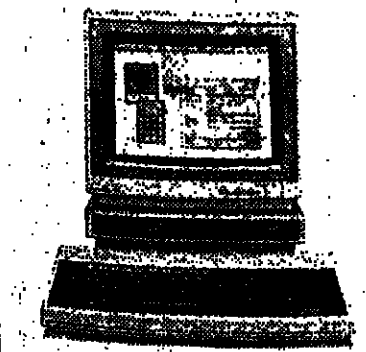
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Chosen few: reps Derek Jones (AMMA, left), Tony Combes (NAS/UWT) and John Hardman (NUT)

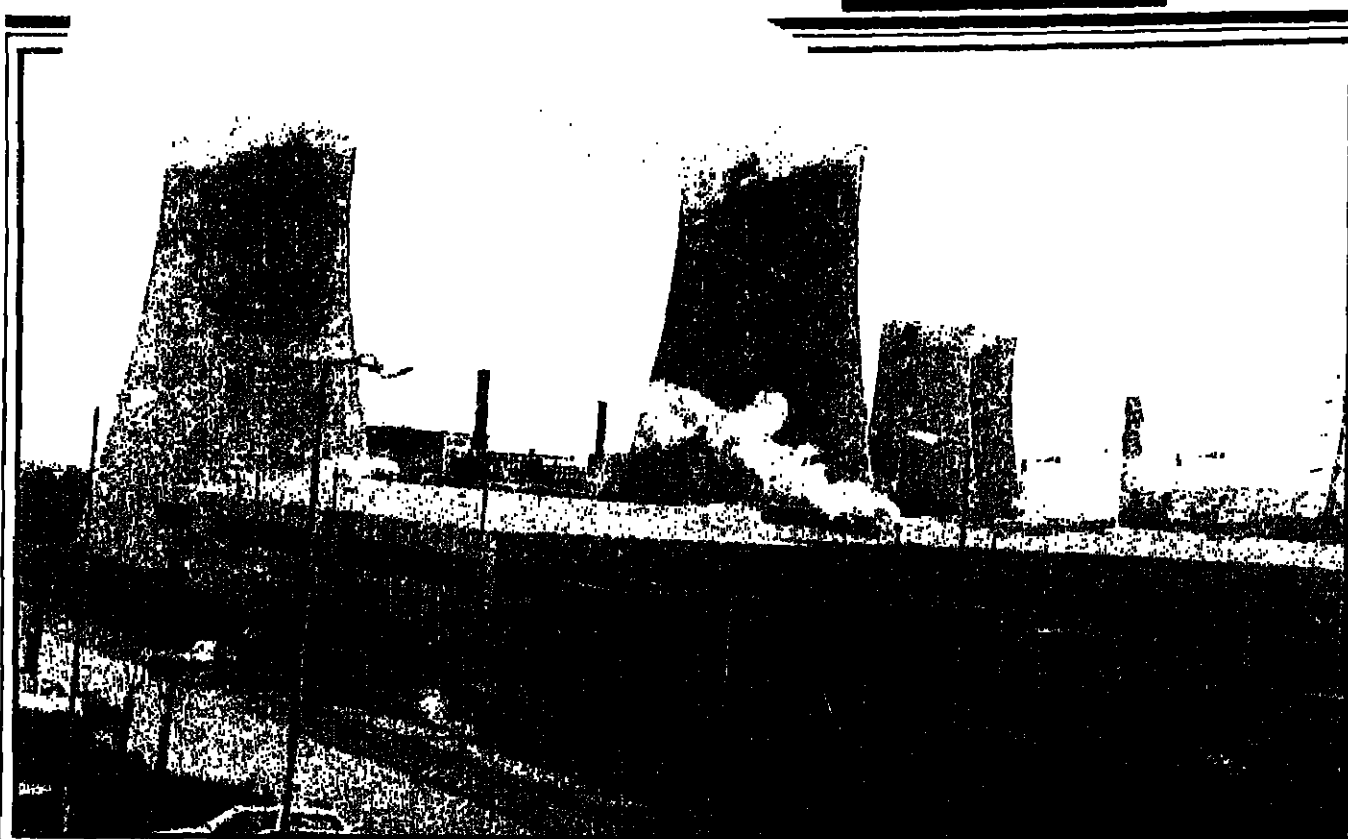


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(173)



Sellafield is out of sight and often out of mind for the 1,130 children who attend the Wyndham secondary school at Egremont five or six miles away.

But the giant nuclear plant is an essential part of their life. Families of about three-quarters of the pupils are either directly employed by British Nuclear Fuels (BNFL), the atomic energy authorities, and construction and service companies at one of the biggest building sites in Western Europe, or depend on money brought in by the complex for their livelihood. Sellafield is the major economic force in West Cumbria as industries such as coal-mining and steel-making have declined.

Egremont, the visitor is constantly reminded, would be a ghost town without its nuclear neighbour, whose main enemies are seen as do-gooders who don't rely on its contribution to local prosperity. Idealistic banner-carriers, and television crews and newspaper reporters.

The school, a showpiece of the 1960s, may soon be tied even closer to the much-criticized industry. Its sports hall, music block and other recreational facilities, designed for the use of the community, are showing their age, with peeling paint and leaks.

Cumbria County Council's school maintenance budget is £23 million in the red, so expensive improvements from that source seem unlikely.

BNFL, however, is considering buying up these dilapidated buildings and the school playing fields, which it could turn into an international-class sports ground - leasing back the property to the education authority, while keeping special rights to run them for the community out of school time.

The bait for the council is a spruced-up school and money in the bank. But the idea, still to win the approval of company directors or be put formally to county hall, would be controversial politically, given the national debate over the safety and future of the nuclear power programme.

The company already finances local

James Meikle visits the school nearest the giant atomic energy plant at Sellafield - and finds a headteacher-member of CND who may soon be sharing his grounds with the company that owns the complex

Learning to live under a nuclear cloud

roud construction and community projects - from the restoration of Georgian houses in Whitehaven a few miles further north, to a charity lottery for employees that provides £40,000 of equipment a year to deserving groups.

BNFL ownership of state school grounds would be a different matter, even though, it could be argued, it is taking the principle of joint funding for recreation a logical step further.

Sixth-formers at Wyndham say they rarely argue the rights and wrongs of nuclear power, although principles are discussed in science lessons.

Most defend Sellafield when questioned about their attitudes. A farmer's daughter tells how carefully BNFL tries to keep on good terms with neighbours and seems to regard the banning of lamb sales because of fall-out from Chernobyl thousands of miles away as an illustration of the safety of the plant next door, rather than a warning of the dangers of nuclear processes.

Friends say that chemical plants and coal-fired power stations pollute the atmosphere more obviously than Sellafield. Few are worried by potential catastrophe. Many are annoyed by media coverage.

"There was a fire in Newcastle that killed one person and injured five

people," says 17-year-old Chris Collinson. "There was one paragraph in the paper. Can you imagine what would have happened if it was here?"

Susan Loughlin, whose father works as a chemist at Sellafield, says: "Nuclear energy is a scapegoat. The number of accidents is pretty small."

There are a few doubters. Teacher's son John McLeod - although he says water poured down cables during

'Quite a few pupils who are opposed to nuclear weapons are equally for nuclear energy'

the last drama production in the concert room - is violently opposed to any suggestion that BNFL should buy up parts of the school.

"Why should it do that? It is not its role. It is quite a controversial industry and should not be interfering in schools."

He says an air of secrecy still hangs over Sellafield.

Colin Sawh, whose family service television and video-recorders in the village of Cleator Moor, believes people in the area are "afraid to bite the hand that feeds them - they get a good

living from Sellafield." Anti-nuclear campaigners seem to have some foothold in the school. A leaflet advertising a demonstration, rally and walk around Sellafield, led by Joan Rud-dock, the former chairman of the Campaign for Nuclear Disarmament, and other prominent opponents of the plant, had been widely distributed on the day of the TES visit.

Mr John Wilson, the head, is a CND member (he once wore a badge to school so he could report himself to Dr Rhodes Boyson, the then education junior minister, who had called on parents to complain to heads about teachers who so advertised their membership).

"There are many, many people at Sellafield who loathe the requirement to produce this plutonium. A problem of credibility BNFL had for a long time was due to the Government imposing the Official Secrets Act and saying: 'You must not say anything about that'."

"You will find quite a few pupils who are opposed to nuclear weapons who are equally for nuclear energy."

Mr Wilson is among those who say developed countries like Britain have to use nuclear power, while developing other energy sources, if less developed nations are to have a fair share of

dwindling fossil fuels. "If you go by care for the community and the environment on a day to day basis, you are far better living here than anywhere else in the United Kingdom. The restrictions on what goes on to the atmosphere and water are so stringent and so much attention is given to monitoring wildlife, fish and the environment. There is always the potential of a horrendous happening and that is what you balance."

He, too, is resentful of media pressure on the community. Television pictures of children playing in the sea near the plant followed by close-up shots of children suffering from leukaemia have, he says, an emotional effect beyond factual argument.

A West German secondary school ended twinning arrangements with Wyndham when attention focused on Sellafield. (Pupils remark how other holidaymakers abroad tend to "jump away" from them when they say where they come from.)

Mr Wilson tries to make sure both sides in the nuclear debate are fairly represented in "community bookshops" organized by the school. All pupils in the school have to study science up to the age of 16 and pupils are taught about radioactivity in their fourth year.

Teachers admit that getting the message over to children of all abilities is sometimes difficult and the new requirements of the GCSE will mean more time devoted to looking at the social, economic and environmental effect of scientific developments.

Tony Terry, a member of the physics department, says: "I have been deliberately as neutral as possible. There are two extremes of the spectrum. We feel we must make sure the children here have the information with which they can make individual decisions."

A trip to Sellafield is a central part of all science courses, but they are at the school's, not BNFL's, instigation. "I would object violently if anyone tried to pressurize me from either side. No one from BNFL has influenced me in any way."



Annoyed by media coverage: Wyndham head John Wilson (above) and sixth-formers John McLeod, Susan Loughlin and Chris Collinson



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Cooling off: the Lancaster party hear how spent fuel is stored under water

Alison Beaumont was curious about Sellafield. "You get a biased view from the telly so it is good to come here and know what you are talking about."

She was among upper sixth-formers from Ripley St Thomas Church of England secondary school in Lancaster on a visit to the best known, some might say most infamous, nuclear power plant in Britain.

They are already used to living near a nuclear complex - there is a power station at Heysham, not far from their school - but Sellafield is more massive. It is the home of the country's oldest commercial nuclear power station and provides reprocessing and storage facilities for stations at home and abroad.

The number of visitors has soared since the Chernobyl accident, and the launch of a press advertising campaign designed to win over sceptics. They are offered round-the-site bus trips and guided tours, and the plant now has its own exhibition centre.

School parties visit regularly, although for safety reasons only the oldest pupils can get the most detailed look behind the scenes, described in abbreviations such as THORP (Thermal Oxide Reprocessing Plant), AGR (Advanced Gas Cooled Reactor), and SILEX (Site Ion Exchange Effluent Plant). The last of these is designed to reduce discharges of low-level radioactivity into the Irish Sea.

A pre-tour video gives the 40-year history of the complex since the building of atomic piles for defence research. It conveys a message of safety, efficiency and experience.

The Lancaster visitors stood on top of a reactor, donned white overalls and lab coats to investigate the Fuel Handling Plant, went through radiation monitoring systems, gazed, as they put on heavy boots to look at the Magnox separation equipment, and generally delighted their hosts.

Students they already understood many of the scientific principles at work behind the processes and knew much more about nuclear fission and its consequences than most people taken round the plant.

Fear of the unknown is the main cause of antagonism towards the nuclear industry, say staff who act as guides round the multi-million pound maze, which has no fewer than 4,000 telephone extensions and 7,000 fire extinguishers.

Brian Cotter, a process worker, enjoys taking people round and conveys his faith and enthusiasm for nuclear power without mentioning politics, although plant staff display a largely unspoken impatience with Labour plans to phase out nuclear power.

"We get one or two people who are anti-nuclear, or teaching that sort of thing," says Cotter. "But the vast majority are interested in what we do."

convince people the other way by the end of the day."

Very few people make the trip "just to give you a hassle", he added. Those that do include "some teachers with CND badges".

Tim Dobson, the physics teacher with the Lancaster party, was not one of these. He was on his third visit. Nuclear energy and alternative sources of power are discussed in science classes at his school, but are not covered in other parts of the curriculum.

"I am quite happy about nuclear power. There are some parents who are anxious or concerned. You have to be careful how to teach it."

By the end of the trip, all nine teenagers seemed ready to live with nuclear power. Sean Parker, whose father works in the reactor room at the Heysham plant, was reassured.

"There seems to be more time spent on safety precautions than actual

The school meals privatization plans announced in the Queen's Speech received scant media attention because of the furore over teachers' pay – but, as Barry Huggill reports, are highly significant

Fighting to keep junk food off the lunch menu

Privatization of school meals provision could lead to "junk-food" entrepreneurs out for a quick profit" taking over the service, according to a senior local government figure.

Mr Bob Morris, the education officer of the Association of Metropolitan Authorities, was speaking in the aftermath of the Queen's Speech announcement that legislation to compel councils to put services out to tender was in preparation.

The four local authority bodies – the Association of County Councils, the Association of Metropolitan Authorities, the Association of District Councils, and the Convention of Scottish Local Authorities – have joined forces to campaign against the Government plan.

In a joint statement, they said that compulsion was wrong in principle and, in practice, likely to provide less value for money and less protection for service users.

The Trades Union Congress has produced a report claiming that councils which have already privatized catering and cleaning now offer an inferior service.

It points to Conservative-controlled Merton, in south-west London, where school meals have been provided by an

outside firm for three years. Both the numbers taking meals and nutritional standards have fallen, it claims.

But Mrs Anne Cattoor, secretary of the Merion National Association of Head Teachers, said that, after an initial fall-off, the number of her pupils taking school meals was on the increase.

The TUC has also issued the result of an opinion poll, showing that 74 per cent of the public believe the local authorities should be left to decide how to run their services.

Mr Michael Duffy, president of the Secondary Heads Association and a Northumberland headteacher, said that meals staff were an essential part of the school team.

"They often provide good advance warning of what is going on in schools," he said. "I am not so sure that outside contract staff will be able to do the same."

Ms Wendy Izod, of the National Association of School Meals Organizers, said she hoped that existing local authority catering staff would be allowed to tender, and argued: "Better privatization of the school meals service than annihilation."

She is worried that existing catering staff will be unable to compete with



Tasty Tangle: Jeremy Miller, a pupil at Gullborough county secondary school, Northampton, takes part in a spaghetti wrestling contest during the school's recent Italian week.

private contractors, and cites the relatively high level of wages for school meals staff compared with those in the private sector.

Local authority workers receive "fringe benefits" often denied private sector catering workers, such as membership of pension schemes, she said. But such perks push up costs.

She suspects, however, that many private contractors will find there are not sufficient profits to be made from school meals and that they may not put in tenders.

"You have to remember that, next spring, the changes in social security regulations will reduce the number of children receiving free meals – and they are the major clients of the school meals service."

Mr Frank Dobson, Labour's health spokesman, quoted a *Lancet* article which described the school meals service as "the sheet anchor of child nutrition". He predicted a drastic reduction in nutritional standards if privatization were allowed to go ahead.

IN BRIEF

ILEA eviction

The Inner London Education Authority has given notice of its intention to take the Government to the High Court if it is not allowed to stay at its headquarters at County Hall. The authority has been issued with a formal notice to quit by March 31, 1987.

A report by the property consultants Knight, Frank and Rutley says that the cost of relocating the ILEA could be as high as £236 million.

PPS appointed

Mr Eric Forth, MP for Mid-Worcestershire, has been appointed parliamentary private secretary to Mrs Angela Rumbold, Minister of State at the Department of Education and Science.

Closure threat

Ongar comprehensive, the award-winning school fighting a closure bid under an Essex County Council reorganization plan, has lost its High Court appeal against the way the authority carried out its consultation procedures. The case for saving the school being considered by the Education Secretary.

Profiles pilot

A pilot scheme to make pupil records of achievement more relevant to the needs of employers has been launched by the Industrial Society in Essex. At schools taking part in the scheme will be linked with a local employer. The society has also produced guidelines on implementing vocational education and pupil profiling.

College network

A new national information service for polytechnics and colleges in the post sector has been launched. The Higher Education Information Service Unit aims to improve communications with schools, colleges and careers offices and to promote the image of polytechnics and colleges.

Ethics course

The University of London Institute of Education's philosophy department is to introduce a course on ethical issues in education next year. The choice of topics is likely to include political and moral education, democracy in schools and the freedom of pupils should be allowed to determine the direction of their own work.

Safety award

The Royal Society for the Prevention of Accidents is offering £1,000 to the young person with the best idea on accident prevention. The 1987 Keaton Award is designed to help prevent under-21-year-olds from having accidents either at home, work, school, play or on the roads. Further information is available from Ms Janice Goss or Ms Joan Smith on 021-233 2461.

Thames merger

The Garnett teacher training college, Roehampton, is to merge with Thames Polytechnic, in a move which the London Education Authority hopes will provide a new centre of teacher training excellence. Thames beat a rival bid from the Polytechnic of the South Bank.

Diploma axed

The University of London is to axe its social work diploma course, run by the extra-mural department, because of a lack of adequate funding. It will close at the end of the year.

Christmas paper

Around 2,500 Cheshire pupils aged 4 to 18 are working on a project to produce a *My Christmas Term* magazine. The magazine is being co-edited by Bewsey high school in Warrington and its production costs are being underwritten by local businesses.

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Nellie's teaching skills back in favour

by Mark Jackson

Assessment techniques which could make the skills pupils gain from hobbies and part-time jobs count towards university entrance are being developed with the backing of major education and training bodies. The techniques are already being used to award credits to adults entering higher education.

Experiential learning, in which students acquire skills and knowledge by doing things rather than from abstract study, has gained a substantial foothold in many schools as the basis for practical courses run under the Technical and Vocational Education Initiative.

A level examining boards are having to consider how to assess these courses, which often attract the high ability students who are their traditional examinees. But outside the school system, a much wider interpretation of what is valid experiential learning is being encouraged by such influential bodies as the Council for National Academic Awards and the Manpower

Services Commission. It covers all skills and knowledge, however acquired, including what has until recently been reviled as "sitting by Nellie" – the process under which generations of school-leavers have learned their trades in the workplace without any kind of formal instruction.

In the past, Nellie learning has been blamed for much of industry's ills and seen by reformers as irrelevant – or inimical – to "proper" education and training. But now that everyone is talking about the need for practical competencies, Nellie has become respectable.

The Learning by Experience Trust, a new foundation set up to develop ways of assessing learning gained outside formal education and win its recognition, has announced that the MSC will fund a £75,000 pilot project. Workers in four companies will be offered "learning contracts" under which their experience will be assessed and used as the basis for a planned further learning programme. The

work they produce under the contract, which may include workplace projects, open learning, or part-time college courses will itself be assessed academically and accredited towards a degree by the CNA.

Trustees include former Education Secretary Mrs Shirley Williams and Sir Richard O'Brien, a former chairman of the MSC who now heads the Policy



Learning by doing

Studies Institute. Mr Norman Lewis, the trust's director, says that some polytechnics and colleges already assess the experiential learning of students joining their access courses. Students who enrol for a CNA course can now register directly with the council and get it to assess their learning for credits towards their degree, he says.

"It isn't just the learning gained through work experience, by any means," Mr Lewis points out. "Learning can come from all sorts of interests and activities, from reading, from friends and, indeed, from living."

He is convinced that sooner or later learning gained in such ways will be recognized as part of the qualifications of school-leavers and count for entry into further and higher education.

"Profiling is a step in that direction but what will be needed is procedures which can assess, say, the learning gained by helping to care for younger brothers and sisters, or helping to run a Saturday market stall."

Special needs Inset guide

The Department of Education and Science is expected to issue guidelines on the shape of special needs in-service training next month.

The move follows a conference hosted by HM Inspectorate at the University of Warwick last week, attended by the DES and representatives of around 20 higher education institutions involved in training teachers for the sight and hearing-impaired and for pupils with severe learning difficulties.

Delegates discussed the practicalities of replacing specialist, initial teacher-training courses with in-service provision. The last intake of students for special needs initial training will be next year.

The higher education representatives are understood to have expressed their support for allowing teachers to begin specialist in-service courses immediately after completing their post-

initial training probationary year, but expressed doubts about a suggestion that they be required to fulfil a consultancy role once qualified.

It was felt that teachers with minimal practical experience would not be in a position to act as consultants for senior colleagues.

The representatives expressed concern about the future of their one-year full-time courses, fearing that local authorities might take advantage of new in-service funding arrangements to second staff for part-time equivalents only.

The criteria for admission to in-service courses, were debated, with suggestions from the HET representatives that applicants be allowed to get a taste of special needs through some kind of exchange deal with a special school, unit or integrated mainstream school.

EEC fees scheme agreed

The Government has agreed to pay nearly £2 million in fees for students from EEC countries following representations from the European Commission.

The Department of Education and Science has asked Essex County Council to administer the payments, which will affect about 3,500 students at English and Welsh universities.

The intention of the new arrangement is to treat students from other EEC countries in the same way as UK students are treated in Europe.

The UK has an obligation as a member of the Community to avoid discrimination against nationals of other member states in access to vocational training.

This was reinforced by a judgment against Belgium in the European Court of Justice in February 1985, which implied that the practice of charging home fees for EEC students on higher

education courses could be termed discrimination.

In practice, most UK students studying in Community countries have had their fees paid from public funds. But in Britain, most EEC students have not qualified for mandatory awards.

By agreeing to pay EEC students' fees, the DES is balancing the books in terms of Community education funding.

The DES says that the number of EEC students in the UK affected by the new arrangements equal the number of UK students studying in Europe who pay no tuition fees.

Essex County Council has been chosen to administer the grants scheme on behalf of the DES because it has one of the largest student allocations in the country. It deals with fees and grants for about 10,000 students each year. The DES will cover all administrative costs.

ILEA rights its image with a little buff book

by Barry Huggill

The Inner London Education Authority is in favour of votes for women and it believes that apartheid is evil.

As for nuclear arms, vivisection, whales, rain forests (destruction of), and Conservative politicians, it has no policy whatsoever. Mrs Frances Morrell, the ILEA leader, says so.

She has views on all of these subjects, of course, especially the last one, but the Authority, as the custodian of young children's minds, is strictly neutral.

Mrs Morrell is at a loss to understand how sections of the popular press, not to mention Government ministers, have got it into their heads that ILEA is a hotbed of radicalism.

We talk to parents all the time, she explains, and they never complain about indoctrination and things like that.

Nevertheless ILEA does have a reputation and Mrs Morrell and her colleagues have decided that a spot of image restoration is called for.

To this end the authority's 1,000 heads are to be sent a little buff-coloured book, written by its inspector and entitled *The teaching of controversial issues in schools*. It is so sensible and balanced that it quotes Sir Keith Joseph, approvingly, on the subject of political education.

Controversial subjects, the booklet declares, are bound to crop up in the classroom and if they do teachers must deal with them - sensibly.

The major public concern, it goes on, is about teaching that is biased. "Good practice must involve the development of objective procedures. It must attempt to detect bias, root out prejudice and examine evidence so that young people have the knowledge or skills to choose between alternative interpretations or points of view."

And what will happen, God forbid, if an ILEA teacher is accused of distortion and bias? "We would investigate if any parent complained," says Mrs Morrell.

Which is exactly what Sir Keith used to say to the Conservative Party conference when asked the same question.

Head reprieved
The church school head at the centre of a row over his autocratic style of leadership has had the recommendations of a tribunal calling for his dismissal overturned by his governors.

Mr Brian Dugan, head of St Jude's Church of England primary school in Southwark, London, had been the subject of an independent tribunal hearing set up by Southwark Diocesan Board of Education.

The tribunal's recommendation was rejected by the governors on Monday night. They voted unanimously instead that Mr Dugan should be given a formal warning that if he had not implemented the tribunal's findings by Easter he would be dismissed.

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Domesday revisited: 900 years on

Gillian Macdonald reports on the BBC's desk-top archive

The BBC has announced a special grant for schools to help them purchase its Domesday Discs - described this week as "a unique picture of the United Kingdom in the eighties, an electronic exhibition of Britain and the British" by its director general, Mr Alasdair Milne.

The BBC's Domesday Project commemorates the 900th anniversary of the Domesday Book. Its "double album" of discs is a massive desk-top archive for research and teaching purposes. The albums are run on a specially developed videodisc player.

The two Domesday Discs are designed to be a 20th-century equivalent of the Domesday Book. One "national" disc carries official data, maps and photographic records; the other "community" disc presents a more personal view of the country through information compiled over the last two years by more than a million school children and adults.

Altogether the discs contain more than 2,000 articles, from *Hansard* to the *Star*, 22,000 pictures from sculpture to butterflies, over 100 film clips, with sound, of news and sport highlights, and what the project director, Mr Peter Armstrong, calls "the cream of the country's National Data Archive - 9,700 data sets in all".

Much of the data is already in the public domain, but the BBC's aim, he says, "is to make it available to the man and woman in the public library, the pupil in school, the student in university."

Technology for the project has been



designed by Philips Electronics and Acorn, manufacturers of the BBC micros. The videodisc player which comes with the discs is the latest type of interactive video and is the first to harness video pictures, computer text and graphics on the same disc. One hundred and eighty thousand pictures are combined with 64K megabytes of computer data, which is about one million pages of text per disc.

The user needs no knowledge of computers but can move around the discs by manoeuvring a trackball handpiece. Fast access to any point could recreate a "walk" round a farm or an art gallery, in preparation for a school visit.

The Discs offer a magnificent resource to schools, says Professor Ted Wragg, director of the School of Education at Exeter University and chairman of the educational committee that advised on their content. He sees them making a spectacular contribution in geography and environmental studies.

"In a school library children could access information on mammals, pollution, television or newspaper readership. In the classroom a maths teacher could display raw figures in bar charts or pie charts."

Although the value of the Domesday Project has never been in doubt, there have been fears that it would be

too expensive and would not run on school micros.

The complete BBC Advanced Interactive Video system (AIV), consists of two Domesday Discs, the BBC Master AIV Micro and the BBC AIV LaserVision player and colour monitor. Its will cost £3990 plus VAT.

The BBC announced a special grant of £800 for schools or resource centres wishing to purchase the system before December 31 1987. This has been jointly arranged by Acorn Computers.

The technology unravelled, page 32

Philips Electronics and BBC Enterprises, and will be administered through a voucher scheme.

A further subsidy of £195 is available through the Department of Trade and Industry's software scheme. These bring the price down to £2995 plus VAT.

This is still way beyond the reach of most schools. Professor Wragg suggests the price could be met through TVEI project money in some secondary schools, or through fund raising by parent teacher associations. Alternatively, he says local authority technology or library buses could transport Domesday from school to school.

Meanwhile, Philips are offering leasing schemes "for as little as £22 per

week" and the BBC plans to advise schools on ways of raising industry sponsorship.

The problem of microcompatibility remains for those who would like to purchase the discs but can't afford the system. The Domesday Discs are specially designed to run on the new LaserVision player and the Master AIV micro which make it simple to use. Schools which have already bought an earlier model of the Master computer can upgrade it, but those with the older BBC Model B cannot.

Most schools should eventually be able to acquire some form of the Domesday Discs. Research made this week announced a floppy disc version to run on their RM Nimbus computer and the BBC will produce an IBM-compatible one in the new year. The BBC, aware of the huge price for schools, has already started work with Sony on a simplified compact disc version which will be cheaper and run on the BBC Model B. They hope to produce it within a year.

Schools which can afford to run any LaserVision videodisc player will be able to run eight interactive educational discs as well. These are currently being developed under DTI sponsorship, and the BBC's ecology disc, all of which are due to appear next year. The Domesday discs are also planning follow-up AIV discs, including one on "Our Rural Heritage" and another on art galleries.

Already an updated version of Domesday is in the pipeline, waiting for the go-ahead from BBC Enterprises.

School inquiries should be addressed to Broadcasting Support Services (Domesday), PO Box 3000, London W3 6XJ.

Low grant obstacle to working class

by Jeremy Sutcliffe

The drive by Britain's universities to recruit more working-class students is being jeopardized by the fall in value of the student grant, MPs heard this week.

Professor Fred Holliday, vice-chancellor of Durham University, told the House of Commons select committee on education that the urgent need to widen access to higher education was one of the biggest reasons for concern about the grant, which has declined in value by 20 per cent since 1979.

"We are not drawing from the full reservoir of adults. There is an enormous amount of untapped talent, and if we are to bring in as many people from the working classes as we do from the middle and upper classes we would have a marvellous pool of talent," he said.

His concern was shared by the Association of University Teachers. In a submission to the committee, the AUT stated that inadequacies in the present grant system "have become barriers to access - and particularly to those groups which have traditionally not taken up higher education - the working class, women, ethnic minorities, mature students and the disabled".

The worries were also echoed by Professor Gerry Fowler, director of Kingston Polytechnic, who said higher education would be failing the industrial sector if it did not continue to produce enough graduates in the 1990s.

Professor Fowler was referring to the latest projections of demand for higher education between now and the year 2000 produced by the Department of Education and Science. These predict that, at best, the number of full-time students in higher education in the mid-1990s will be 14,000 fewer than now. At worst the drop in numbers could be 72,000.

Despite the predicted fall, Professor Fowler said, industry would want more graduates than ever in the 1990s. The select committee is currently

reviewing the present system of student support, and on Tuesday heard evidence from the Committee of Vice-Chancellors and Principals, led by Professor Holliday, and the Committee of Directors of Polytechnics.

Both presented evidence of growing hardship among students. Polytechnic students in particular were suffering because of parents who refused to pay their full contribution towards the grant. Between 60 and 70 per cent of polytechnic students did not get the full parental contribution, said Professor Fowler, chairman of the CDP's resources and planning standing committee.

Professor Fowler said that the 13 per cent of young people who went on to higher education would continue to do so because the long-term advantages were very great.

However, the overwhelming majority of these students came from better off families where education was a tradition. How many would come forward, particularly the more able from homes where there was no tradition for higher education and where the grant was seen to be worth so much less than they could earn by going straight into a job? he asked.

More than a third of the Government's extra money for universities is to be retained centrally by the University Grants Committee to finance projects spotlighted by the Department of Education and Science.

Universities will have to bid for money earmarked by Mr Kenneth Baker to fund essential repairs and maintenance, to finance training initiatives in mathematics, physics and technology, the expansion of continuing education and library automation.

Projections of Demand for Higher Education in Great Britain 1986-2000, published by the DES Crown Copyright 1986.

Sue Surkes looks at Peter Bruinvels' campaign to set limits on sex education

Is this knowledge dangerous - or a non-issue?

Mr Peter Bruinvels may have few tangible results to show for his crusade for restrictions on sex education, but he certainly deserves full marks for trying.

It was the man behind an ultimately unsuccessful House of Commons vote to get written into the new Education Act a right for parents to withdraw their children from sex education lessons. His proposal to have the Secretary of State draw up a list of proscribed sex education books was also defeated.

Still unbowed, the MP for Leicester East now wants the Education Secretary to send a list of "unsuitable" sex education material to schools "in the spirit of guidance".

The titles of these books give precise little away: *Make It Happen*, *The Millman's On His Way, Sex Education: The Erroneous Zone*, *Sex and You*, *Talking Sex*, *One Teenager in Ten* to name but a few. The two videos on his list include *Framed Youth: Remorse of the Teenage Pervers*.

As Mr Bruinvels sees it, schools should promote the values of "normal" loving family relationships (minus the "dirty details") and should ditch the "teaching" of homosexuality.

Parents need to be alerted to scurrilous stuff, his argument continues, while headteachers need guidance because many lack the time to police it. Children are naturally curious about sex, Mr Bruinvels concedes, but "they must not have these books or they will go out and experiment".

Such views have met a mixed response. "I know of absolutely no evidence that children have experimented sexually as a result of reading books in schools about sex," said Mr Nicholas Tucker, a lecturer in developmental psychology at Sussex University, who has studied the censorship of children's books. He added: "We do not elect MPs to be our moral mentors. We have laws of the land to do that."

Ms Claire Rayner, the medical journalist and agony aunt, declared that she was not a "book burner" and mourned the suppression of sexual curiosity for the anxiety, depression and insecurity it could bring. Ms



Peter Bruinvels: normal values

History man attacks race relations 'bias'

by Bert Lodge

Race relations pressure groups have been accused of wilful dishonesty and bias by a former warden of an Inner London Education Authority learning centre who is a lifelong member of the Labour Party.

Mr Tom Hastie, who was head of history in a London comprehensive school, and a founder-warden of the ILEA history and social sciences teachers' centre, made the accusation in a book published this week.

The book claims that the anti-racism lobby has created a climate of fear, intimidating teachers and inspectors alike from offering a critical view of current anti-racist orthodoxies.

In his essay, Mr Hastie deplores how much the published material of race relations pressure groups has run counter to the excellent work of history teachers, "including black colleagues I have worked with".

Mr Hastie is particularly scathing about an anonymous publication, *How Racism Came to Britain, Book Three*, published by the Institute of Race Relations. "Any history teacher looking for examples of bias, the use of selected evidence and other logically

inadmissible practices would be well advised to consult this publication and use extracts from it as evidence of unsupported propaganda," he said.

Another contributor who did lose his job, Mr Ray Honeyford, the former Bradford head for 18 months at the centre of a race relations row, takes issue with the growing practice of the race relations lobby in using the word "black" to label anybody who is non-white.

The editor of the book, Mr Frank Palmer, former deputy head of a London comprehensive school, says that since the Swann Report into multicultural education published last year, the unquestioning acceptance of the premises on which "anti-racism" is based will become a criterion not only of a teacher's fitness to teach, but of the successful completion of teacher training.

Mr Rabi Julia Neuberger will review this book next week.

Anti-racism: an assault on education and value. Edited by Frank Palmer. The Sherwood Press, 88 Tynley Road, London E7. £9.95 + 21pp.



Books that tell too much

When it comes to books about sex education, Mr Bruinvels is hard to please.

But there is one book that he supports, and therein perhaps lie the clues to his strongly-held beliefs.

Sex and That by Michael Lawson and Dr David Skipp is written from a Christian viewpoint, putting forward the belief that the place for sex is firmly within marriage. Reproduction is confined to two pages, and homosexuality is described as a "condition" - one of many things that has "gone wrong" in the world.

By contrast, many of the books on Mr Bruinvels' list have one thing in common. They assume that children are naturally curious about sex and need factual guidance to avoid confusion and pitfalls.

Make It Happen, for example, provides a potted tour of sex in its broadest sense, and includes tips on sexual methods. *Talking Sex*, by Dr Miriam Stoppard, concentrates on relationships and the pains of adolescence, and includes a survey of boys and girls.

Growing Up, a Guide for Children and Parents, goes for visual impact, taking literally its stated aim of illuminating areas often left obscure with the help of 200 colour photographs. *We're Not Pregnant* turns for its illustration to a series of jokey cartoons about sex and reproduction.

Jenny Lives with Eric and Martin is one of several books on the list that deal with homosexuality. It presents its message in the form of a picture story about five-year-old Jenny's weekend with her father and his male lover.

The Millman's On His Way approaches the subject in a more sophisticated way, through the eyes of a teenager coming to terms with his homosexuality.

Mr Bruinvels is not only concerned with books that pupils can get their hands on but with publications aimed at teachers. One such publication is *Taught Not Caught - Strategies for Sex Education*, which offers around 100 ideas for dealing with sex education in class.

Mr Bruinvels' list of "unsuitable" material also includes *The Playbook for Kids About Sex, Rights of Children, Biology for Life, Talking about School, Talking about Youth Work, Talking about Young Lesbians* and a video entitled *Homosexuality - a Fact of Life*.

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NEWS



Soldering vital links: Jenn Morphet is one of 12 teachers selected by the Institute of Mechanical Engineers for sabbaticals in industry this term. The fellowships are designed to improve understanding of industry and to help encourage pupils to seek engineering careers. Mrs Morphet's attachment to British Gas is already paying dividends for Tyne-mouth College, where she has been able to advise the history staff on technological aids to archaeology.

Rallying many to support the FEU

Early on in his career as Education Secretary, Sir Keith Joseph recommended the Further Education Unit, saying that its function was curriculum development - "not curriculum policy development".

All the signs were that the FEU, the autonomous Government-backed agency responsible for watching over the curriculum in colleges, was about to go the way of the recently-abolished Schools Council.

But nothing happened. Indeed, it was not until last summer that the Department of Education and Science decided that "the time is ripe for a review of the FEU and its future".

The options to curtail the activities of the 42-staff unit with an annual budget of £3.5 million were to reduce its size, merge it with another curriculum or research body, combine it with the new National Council for Vocational Qualifications or merge it with the Further Education Staff College.

The four options were sketched out in a DES consultative paper published in September. The review period of consultation ends today.

Cynical sources within the Department this week suggested it was "caught by surprise" with the news that Mr Jack Mansell, the chief executive of the FEU, was thinking of retiring. "Beyond that there seems to have been little rationale."

But even if that were the case, suitable grounds for a takeover of the FEU were nevertheless there.

There is evidence that the DES used the expansion of HM Inspectorate's further education section as an excuse for cutting FEU funds last year.

The unit had also invoked the hostility of the DES schools branch with suggestions in its document *Progress to College* of a core curriculum for all 14 to 18-year-olds. It was felt the FEU was stepping outside its remit although Mr Mansell categorically denies this.

Then there were those hostile to the FEU simply because the Government did not like it interpreting its remit in an independent way. Such critics included Sir Keith Joseph and Mr Peter Morrison, former junior minister at the Department of the Environment.

The DES also undoubtedly predicted that the lure of more money for the body which agreed to a merger would be too great for some to resist.

The staff college was tempted before a change of heart and the issuing of a joint statement with the FEU advocating separate roles.

Last month, a confidential statement was being circulated which, while not over-critical of the FEU, had made it clear that the FESC would favour a new staff college with responsibilities for the unit.

What has perhaps taken the Department by surprise is the volume of support for the FEU from organizations such as the Manpower Services Commission, the Confederation of British Industries and the Trades Union Congress. Also, Mr Oscar de Ville, the chairman of the National Council for Vocational Qualifications, said firmly that his organization did not want to take it over.

The unit's response to the DES paper is published this week and is as brief as it is dismissive. In a surely ironic introduction it welcomes "the repeated statements by the DES that the review and its options are not resource-led."

It accuses the DES of lacking any close scrutiny to support its claims and rejects the merger proposals on grounds of "insufficient analysis and discussion of the consequences."

The FEU board's response concludes that the work alongside the NCVQ would be more productive than a merger, warns against the FEU's distinctive role being "weakened or destroyed".

And while it acknowledges that the FEU cannot be immune to change, "a more comprehensive review is necessary than that now in process."

The DES emphasized the need for a strong central body to review further education and ensure that it relates effectively to the NCVQ, the 14-19 curriculum, adult education, community needs and higher education and training.

The FEU supports this, but insists that, until such a body is comprehensively arrived at, the unit should retain its status, remit and scale of work which draws £2 million for curriculum development from the DES and £1.5 million from the MSC.

Far from presenting itself as the panacea for the troubled state of further education, it agrees that a review may be needed "in, say, three years' time". Its choice of three years is not arbitrary - that is how long its present workload would last.

When Mrs Angela Rumbold, the Education Minister, meets Mr Mansell to discuss the review on December 11, it will be interesting to see whether the Government will offer at least a stay of execution for the FEU.

Eight team up for good horse-keeping

Most teachers know those trying moments when they want nothing more than to drill some horse sense into the heads of third-formers. Now courses are being designed to let them do just that.

Unfortunately - or fortunately, depending on your viewpoint - it is not the colloquial but the literal horse sense that will be on offer, including dressage, saddlery, farriery, and yard management.

Eight organizations, including the British Horse Society and the Manpower Services Commission, have joined forces to form the Joint National Horse Education and Training Council to co-ordinate and validate qualifications.

Its first task will be the design of a two-year Youth Training Scheme, but the council already has designs on the Technical and Vocational Education Initiative and GCSE.

The council is the culmination of five years' work by interest groups, which started with a national survey of education and training provision that revealed 60 different courses and 85 organizations working unco-ordinated in the industry.

Mr Graham Suggett, spokesman for the council, said that courses had been unnecessarily duplicated and that the

industry as a whole had no one spokesman. The horse industry was large and varied, but its contribution to the economy "has been much ignored".

Moreover, the lack of national recognition and local grant-awarding bodies meant persons seeking qualifications had to foot the bill. It excluded many people from the industry or meant people were ill-equipped and often took up the wrong jobs.

Three years ago a working party was set up to propose the best type of national body to meet all the needs of the industry. It was agreed that the council should work closely with the National Council for Vocational Qualifications to ensure that trainees were educated broadly to move about in the industry.

Mr Suggett stressed that the new was more than just providing people with grooms and manage racehorses, as predicted a resurgence of agriculture and other needs. "With pressure on farmers to reduce production of the commodities currently in surplus, great interest is currently being shown in alternative uses for agricultural land. The horse figures prominently among those, and if this trend continues to any great extent then the need for skilled personnel," he said.

Ian Nash reports from the People and Technology Conference held in London this week

In-service role planned

Open College looks at new tech answers

The Open College - which starts operations next September - will play a key role in providing in-service training for teachers to meet the demands of the new technological age, Mr Geoffrey Holland, the director of the Manpower Services Commission, told the conference.

He said the college would pay "particular attention" to the needs of "small firms and would-be entrepreneurs" while providing a range of courses from basic skills to first degree level.

"And we expect the Open College to have an important part to play in the in-service training of teachers, tutors and training staff."

Mr Holland added: "It is early days yet but already the goodwill among the broadcasters - television and radio, national, regional and local - is clearly apparent and so too is the support and enthusiasm of the education service, the examining and validating bodies and a potentially wide variety of sponsors - for an important source of funding for the Open College will come from industry and commerce themselves."

Open College courses were to use a high degree of new technology, and voluntary schemes should be given the chance to offer their skills, he told 1,000 delegates at a new technology skills training conference organized by the Commission of the European Communities and the MSC.

The voluntary sector was now third largest information provider on view-data systems such as Prestel, with more than one million users every month, said Mr Peter Wingfield, spokesman for the Association of Computer Clubs.

More than 800 computer groups provided education to people who lacked the facilities at work or college, he said. "I have a feeling that people have forgotten the private sector," he added, calling for its resources to be harnessed alongside "official" education providers.

Lord Young, Employment Secretary, said he envisaged the Open Col-

lege becoming a chief provider of adult education. "Early research indicates that six out of ten adults are enthusiastic at the idea of the Open of the list of courses they would like to take."

Mr Geoffrey Holland, MSC director, drew attention to the growing importance of networks and of self-help, which, he said, imposed more demands on the individual.

Conference delegates stressed the lack of awareness of the need for continuing education and training that still existed among companies in Europe and stressed the need for increased co-operation between schools and colleges and small firms that could not afford to pay for training in isolation.

Plans for a national network of regional new technology centres were announced at the conference by Mr Kenneth Baker as part of the Government PICKUP scheme (Professional, Industrial and Commercial Upgrading Programme) to boost continuing education.

The Secretary of State added that there would be a further £3 million spent on the programme in addition to the £3 million increase promised for next year by the University Grants Committee. Total annual spending on PICKUP will rise from £6 million to £12.25 million.



Geoffrey Holland: goodwill apparent

MSC protests over budget stretch

The need to improve grants for disadvantaged minorities and the weekly Youth Training Scheme were the points on which the Manpower Services Commission could agree at week.

The increase meant cuts or a standstill budget for virtually the entire remaining programme. Commission-

ers are now seeking an urgent meeting with Lord Young, Employment Secretary, to protest over the 2.5 per cent increase they have been told to accept next year.

The weekly allowance for first-year trainees will rise by 4.4 per cent from £27.30 to £28.50, but they failed to agree on any increase in the second-year allowance of £35.50 despite strong

demands for a substantial increase by the TUC. Allowances to providers of YTS for the disadvantaged such as the poorly qualified, disabled and youngsters from broken homes, will be increased by up to 25 per cent.

But for the bulk of providers, there will be no increase and the first-year improvements in allowances must be found from unchanged grants.

Sue Surkes reports on issues arising from a congress on children's rights held in London last week

No-consent beating 'could be assault'

L.e.a.s told to give all pupils a say



Derek Slade: gaoled for three months

Teachers who physically punish children mature enough to withhold consent could be guilty of assault, a legal expert said last week.

Ms Jenny Levin, the head of law and government at South Bank Polytechnic, told the congress that the possibility of prosecution arose from the 1985 House of Lords judgment on the Victoria Gillick case.

It was then ruled that under-16s could consent to contraceptive advice and treatment without parental knowledge if they comprehended what was at issue.

Ms Levin said the principle established could be extended to corporal punishment, and if a child of "sufficient age and understanding" were hit without granting permission, a battery would have taken place.

She told delegates from children's and young people's organizations that teachers would be guilty of assault - in the same way parents were - because they acted *in loco parentis*. But from next August the ruling would only affect those in the independent sector because the Education Act clause outlawing corporal punishment in maintained schools then came into force.

Ms Levin told the congress, organized by the Children's Legal Centre, that the Lords' judgment was "a landmark for children's rights" which went beyond contraception and medical treatment for under-16s and whose potential importance had not been widely grasped.

Ms Levin said: "The Gillick case does provide us with a really quite good context for a general debate about the rights and powers of young people."

The ruling meant that mature children could agree or not to any medical treatment or psychiatric investigation. But she was not sure whether it

allowed youngsters to accept or reject an assessment under the 1981 Act on special educational needs. Common law about consent was always subject to statutory provisions and the Act gave specified powers to professionals.

Mr Derek Slade, a preparatory school head, was gaoled for three months at Chichester Crown Court last week after pleading guilty to assaulting two boys, causing them actual bodily harm by excessively beating their bottoms.

Judge Peter Crocker said he did not accept Slade's view that the pupils at Alesdown preparatory school, Dial Post, near Horsham, West Sussex, would soon forget their beatings.

After the hearing, Mr Martin Rosenbaum, the education secretary of STOPP, the anti-caning pressure group, revealed that two years ago his organization had called on the then Education Secretary, Sir Keith Joseph, to close the school - when Slade had opened it.

An HM Inspectors' report on his previous school - St George's, an independent in Stowmarket, Suffolk - had called on the school to "give attention to the development of a more constructive and sensitive approach to sanctions."

During the 10 weeks Inspectors had been at the school, there were 40 recorded incidents of slippings but only one caning. They had been sent in by Sir Keith after the BBC Radio 4 *Checkpoint* programme had featured former staff and pupils making sensational claims about its alleged overuse of corporal punishment.

The Inspectors, though - while expressing reservations about the "effectiveness and appropriateness" of the school's use of corporal punishment - said pupils were well-cared for and the atmosphere was generally happy.

Mr Rosenbaum said the judge's comments indicated a change in society's attitudes and the sentence was "probably unprecedented".

ILEA draws up ombudsman scheme

The new ombudsman to be appointed by the Inner London Education Authority may hear complaints against divisional offices and County Hall as well as schools.

But the ombudsman's powers may be restricted to the processes by which decisions are taken, the conference was told. This would mean that complaints about professional misconduct, educational provision based on professional judgement, and disciplinary matters could not be considered.

The scheme could also be backed up by a phone-in service through which trained ILEA advisers would advise parents and children, and check that

complaints procedures were operating. Ms Elizabeth Monck, vice-chair of ILEA's schools subcommittee, said the idea of appointing an ombudsman had arisen because, like other education authorities, ILEA did not treat complaints "competently or fairly".

Ms Monck said the pilot would probably involve up to five ombudsmen backed up by two investigators. The ILEA later said that three individuals had agreed to serve on a pilot ombudsman's panel. They were Sir Roy Marshall, former vice-chancellor of Hull University, Miss Isabel Shepherdson, retired head of Kildbrooke School in South London, and Mr Balu Granap-

ragasam, a former vice-chair of ILEA's further and higher education committee.

Ms Monck said ILEA officers had proposed that complaints relating to suspension, exclusion and discipline should not be considered. But it was still possible that admissions, expulsion and suspension, statements under the 1981 Act on special educational needs, and closures and amalgamations of schools, would be included in the ombudsman's brief.

She later told *The TES* that proposals for the pilot scheme would not be ready for committee consideration until January at the earliest.

Local authorities should ensure that all children, not just those in their care, have the opportunity to express their views on educational decisions.

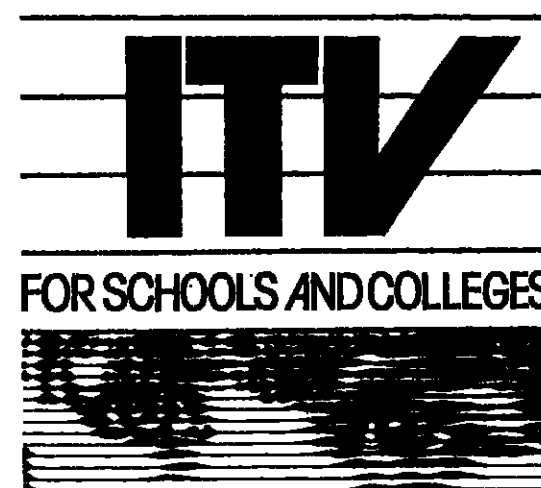
Ms Jenny Levin told a congress discussion group that the discrepancy seemed illogical. She was commenting on one of a series of discussion proposals drawn up by the Children's Legal Centre. It advocated a legal obligation to ensure the wishes of students were ascertained "wherever practical".

Other proposals included transferring parents' rights to involvement in assessment to young people at the age of 16 and amending the new Education Act's provision for appeals against school exclusion to enable pupils themselves to appeal.

Mr Brian Vaughan, of the National Association of Councils in Education, put forward the idea of a Minister for Youth, while Mr Mark Vaughan, of the Centre for Studies on Integration in Education, proposed asking headteacher unions to encourage their members to back schools councils.

On one point there was no dispute: the virtual absence of any children at the congress. Mr Peter Newell, of the Children's Legal Centre, said it had been decided not to invite "random young people" because it would have been "tokenistic".

● A Children's Parliament which would help the National Children's Bureau to take more account of youngsters' views was suggested at an NCB-hosted meeting in Hertfordshire attended by representatives of health, education, social services and the voluntary sector earlier this month.



During the first week of December ITV will broadcast selected previews of series scheduled for transmission during the coming Spring and Summer terms.

These programmes will be drawn from the full range of primary, junior, middle and secondary school series.

The timetable for the week (times are approximate).

Monday 1st December	Tuesday 2nd December	Thursday 4th December	Wednesday 3rd December
- Preview of Infant/Junior series	- Preview of Junior/Secondary series	- Preview of Secondary series	- Programmes rescheduled from Wednesday 15th October
09.30 Start the day - What makes me happy	09.30 Talk, write... and read - Our dog Mick	09.30 The English programme - Understanding TV 2	09.30 Let's go maths - Five naughty kittens
09.40 Let's go maths - Six thirsty horses	09.45 Search - Search looks at people and groups	09.55 Chemistry in action - Limestone	09.40 Talk, write... and read - Not now
09.50 Stop, look, listen - Bicycles	10.00 Scientific eye - Floating and sinking	10.15 The German programme - Partner TV 2	Programmes postponed from Wednesday 12th November
10.00 Time for a story - Zap	10.20 Choices - Being happy is what matters most	10.35 Place and people - The Norfolk Broads	10.33 The English programme - Mummy's Tomb by Andrew Nickolds
10.10 Seeing and doing - Newspapers	10.35 Animals in action - King of the castle		11.00 History in action - The Master Race
10.25 Gather round - Safe from all harm			11.22 Seeing and doing (R) - The Voice
10.40 Finding out - People in the street			11.39 The French programme - Shopping
			10.00-10.30 Starting out (14-17) - A special preview of the 'Prejudice programme' which has just won a Royal Television Society award as the best secondary school programme of the year. This series will be transmitted again in the Spring term 1987.

*Viewers in these regions will see the following programmes instead of Animals in action.

Granplan Television: Spoglass - Water - the sea
ITV Wales: Looking forward - Earthwise
Scottish Television: Science matters - Healthy pursuits
Ulster Television: Life after school - It's a man's world

Republicans tear up vouchers plan

The Reagan Administration's controversial plan to introduce a voucher system in state schools has been abandoned.

Under the scheme, introduced in Congress last winter by Mr William Bennett, the Education Secretary, parents of children entitled to special assistance under the "Chapter One" programme for the disadvantaged would have been given vouchers worth about \$600 (£400). These could have been used to buy compensatory education at state or private schools.

The original Bill got a severe drubbing from both Republicans and Democrats, who feared that it would undermine state education, and failed to pass the House of Representatives. It would have been open to Mr Bennett to reintroduce it when Congress reassembles in January. But with the loss of the Senate to the Democrats and with Senator Edward Kennedy installed as chairman of the relevant Senate committee, he has clearly recognized a dead horse at first glance.

It remains to be seen what the Education Secretary will do now. The Chapter One programme is due for reauthorization next year, and he will have to move quickly with any alternative proposal.

"We won't be repeating vouchers," said Mr Lyle Miller, an Education Department spokesman this week "but we will try to craft some kind of approach to give greater choice."

Mr Miller was vague about what that approach might be. "It will single out schools that are particularly effective," he said. "In every so-called deprived system there are schools doing exceptional jobs, which shows that it's not just spending money that makes a difference."

UNITED STATES

Bill Norris on why the hopes of extending parental choice for the disadvantaged have received a serious setback

This, if it means anything, seems to indicate that Mr Bennett will once again be resisting any attempt to increase Federal education spending. He may have a battle on his hands for the Democrats, now in control of both houses, have announced that education is to be one of their priorities in the run-up to the 1988 presidential election.

Mr Augustus Hawkins of California, chairman of the House Education and Labour Committee, has already revealed his agenda for the 100th Congress. This includes an increase in the number of children enrolled in Chapter One and Head Start programmes by 20 per cent each year, with a goal of expanding services to all those eligible. He is also proposing a minimum increase of 100 per cent in funding for adult education programmes, and a 10 per cent annual increase in funds for bilingual education.

The last item will catch Mr Bennett on a particularly sore spot, since he has been advocating changes that would diminish the bilingual programme and place emphasis on teaching English. He was further wounded this week by a report from the General Accounting Office that cast doubt on his own Department's research on the subject. The GAO's panel of experts, in a



First language learning aids grasp of English

survey yet to be made public, disagreed with the Education Department's position. The evidence was strong that some degree of native language learning aided children's learning of English, said the report. It failed to find any causal link between high drop-out rates among Hispanic youths and the failure of native-language instruction - a connection that has been strongly suggested by Mr Bennett.

The GAO investigation had been requested by Mr Hawkins, who seems rather pleased at the result. "It shows that the Administration's position is ideological rather than based on solid

evidence," said an aide this week. "It leaves them naked out there."

Curiously, the one fig leaf available to cover Mr Bennett's current political nakedness seems to be Senator Kennedy. The liberal Senator announced to general surprise last week that he was not in favour of increased spending. "I am convinced that new approaches can work without it," he said. "America does not have to spend more to do more."

The quotation might have come from Mr Bennett himself. Whether there will be such unanimity when Congress actually gets down to work remains to be seen.

Keeping up with the Ivanovs

SOVIET UNION

"We have a girl in 8A who behaves like a princess. The boys worship her, the girls suck up to her, but when she's special about her? She's not very clever, or even pretty. It is all due to her father's position. He must be very important because every morning she's driven to school in a black government Volga limousine."

Thus began a letter from a 15-year-old schoolgirl called Natasha which was published in the Moscow evening paper, *Vechnyaya Moskva*.

She went on to say that she was an envious of the girl's interest in her tailored school uniform. "Balls" resented the way the rest of the class behaves as if she owned the world and can do whatever she likes.

The editor subsequently sent a reporter to a typical Moscow school to see what the reaction was to the letter, obviously hoping to draw a moral. But the response from one class of 15-year-olds was unexpected:

"I wish I had a dad like that." "Coming to school in a black Volga? I'd love to, every day, there and back." "That Natasha must be mad. A real country bumpkin."

A teacher who was involved in the enquiry said that the days when children used to be afraid to admit that their parents were wealthy or had high positions are long gone. Now children vie with each other to show off parental influence, and compete to see who has a better car or stereo equipment.

There are now a number of schools in Moscow that are popularly known as "schools for the children of gifted parents". Parents by their best to "keep up with the Ivanovs," although there are many on average salaries who have to skip to do so. Some even take on an extra job to be able to afford the jeans or imported boots or western cassettes that their children crave.

Others are on the lookout for legal earnings to fill the gap. Embarrassment and brow-beating have reached such heights that special legislation to tighten controls and increase punishments has had to be introduced.

Some children try to make it on their own. The *Vechnyaya Moskva* reporter was told of three boys who broke into a goods van in a railway siding. They sold stolen goods for 1,700 roubles (approximately £1,700) and went on a fortnight's spree. They were caught and tried. None of their families had asked where the money had come from.

Many educationists believe that a whole generation has been infected with galloping materialism. It used to be a school-age disease, but now it is spreading through adult society. Yesterday's children have only one wish - to have more of everything.

Jennifer Louth

Cosmetic reforms fail to make job more attractive

The reform movement in American schools has apparently won the hearts of administrators and bureaucrats, but left teachers distinctly sceptical. This seems to be the conclusion of the latest Harris Poll, the annual finger on the pulse of American education, which this year enquired about the subject for the first time.

Among the 700 "education leaders" polled, more than 70 per cent expressed a solid favourable judgement about the impact of reforms on the teaching profession. The 1,602 actual teachers who took part in the survey were not so sure. Only 36 per cent thought that reform had improved matters, and 34 per cent said they thought it had made things worse.

It has certainly not done anything to avert the looming prospect of a teacher shortage in the United States. Some 55 per cent said they were seriously considering leaving teaching for another profession, up from 51 per cent last year. The report calls this a "statistically significant" increase, which could indicate a decline in job satisfaction. Poor pay was the reason most frequently advanced for discontent - a

complaint bolstered by new figures just released by the US Education Department. These reveal that the average teacher in the public sector is between 36 and 40 years old, working more than 50 hours a week for an average salary of \$22,701 (£15,200). Only 25.5 hours of this is actual teaching time - the remainder is spent on unrelated tasks or grading papers at home.

One male teacher in every three has another job to supplement his teaching income, and 20 per cent of teachers overall have supplemental contracts with their school districts that add about \$1,500 (£1,000) a year to their earnings.

The department estimates that almost 48 per cent of America's two million state school teachers have at least a master's degree, and 61 per cent claim to have taken further training to improve their skills.

Not unnaturally, the ED report has been seized on by the teachers' unions.

The American Federation of Teachers commented: "It shows that the only way to move up is to move out of the classroom."

BP oils the wheels of integration

SOUTH AFRICA

British Petroleum's offer of financial help to white government schools which enrol pupils from other racial groups has attracted widespread support.

BP, the largest British investor in South Africa, has announced that it is prepared to provide R50 million (£13 million) in bridging finance for schools which lose their government subsidies by becoming "open".

The oil giant's proposal follows integration calls from parents at several Cape Town and Johannesburg schools. A recent survey at three Cape Town schools found that the majority of parents believed classroom racial barriers should be removed.

A statement issued by one group of Cape Town parents said: "We are



Private schools are allowed to accept pupils of all race groups

convinced that educational unrest in some areas of the country must inevitably affect the quality of life for all and panacea, will contribute to the easing of tensions."

The Government has responded to

Susan Fleming

Graeme Donnan continues an occasional series on the perils and joys of teaching abroad

British lifeline as orphans lose home in earthquake

EL SALVADOR

The centre of San Salvador is always highly congested with a noisy blend of buses, cars, street vendors and pedestrians. The narrow streets, the high-rise office blocks and a constant stream of traffic belching fumes into an already polluted air induce a feeling of claustrophobia.

Add to this mixture a volatile Latin American temperament, and it is not difficult to imagine the confusion and panic when the earthquake struck El Salvador's capital at 11.49am on October 10.

The city centre was worst hit. An eight-storey office block known as the Ruben Darlo collapsed like a stack of playing cards, entombing hundreds. Many were to live in torment beneath tons of concrete before being rescued days later.

Equally tragically, part of the Hospital Bloom, specializing in paediatrics, collapsed to claim more lives. As concrete blocks fell around them, some children ran from the building and were run over by traffic.

After a few weeks, when the media have lost interest and the world focuses attention on some other catastrophe, more than 200,000 homeless people will still be living on the streets of San Salvador. As usual, it is these poor people who suffer the most. Their homes were built from a wooden frame packed with clay and other available materials.

In areas of the city such as La Vega and San Jacinto, the streets are now fringed with piles of rubble where homes once stood, and families have built makeshift dwellings from plastic wherever space is available. In many districts there is still no electricity, no clean water supply, little food and little hope of a better future. But despite the enormity of their problems, these people view events in a rather matter-of-fact way, rarely complaining about their misfortune - as if the earthquake were an act of God they must learn to accept.

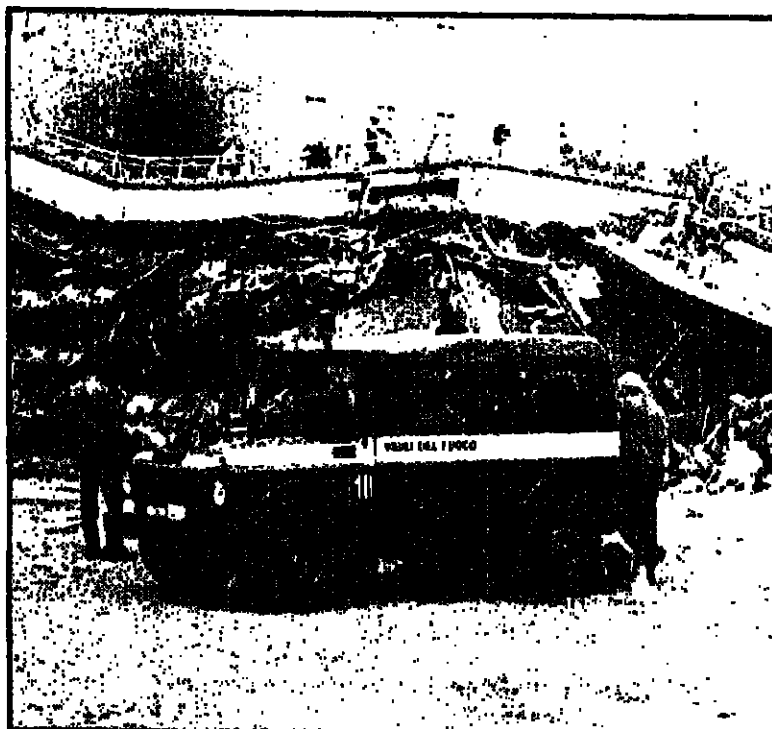
Amid the devastation, there are tales of lucky coincidences and narrow escapes. On that fateful Friday, only a few miles to the west of San Salvador, the students of the British school in Santa Tecla where I teach were entertaining 300 children from an orphanage in San Jacinto.

They had been invited to enjoy party games and theatre in celebration of the "Day of the Child", a national holiday for youngsters. When the main shock wave struck the city, Santa Tecla felt a quake of lesser magnitude but it was sufficient to frighten many students and staff and damage parts of the school building.

When the earthquake came, few people in the school realized its true severity until news began to arrive about the state of the city centre. One of the casualties was the children's home in San Jacinto and its neighbouring school - more than 30 children had been killed. It was clear that if the children had been in the orphanage rather than the British school, many more would have died.



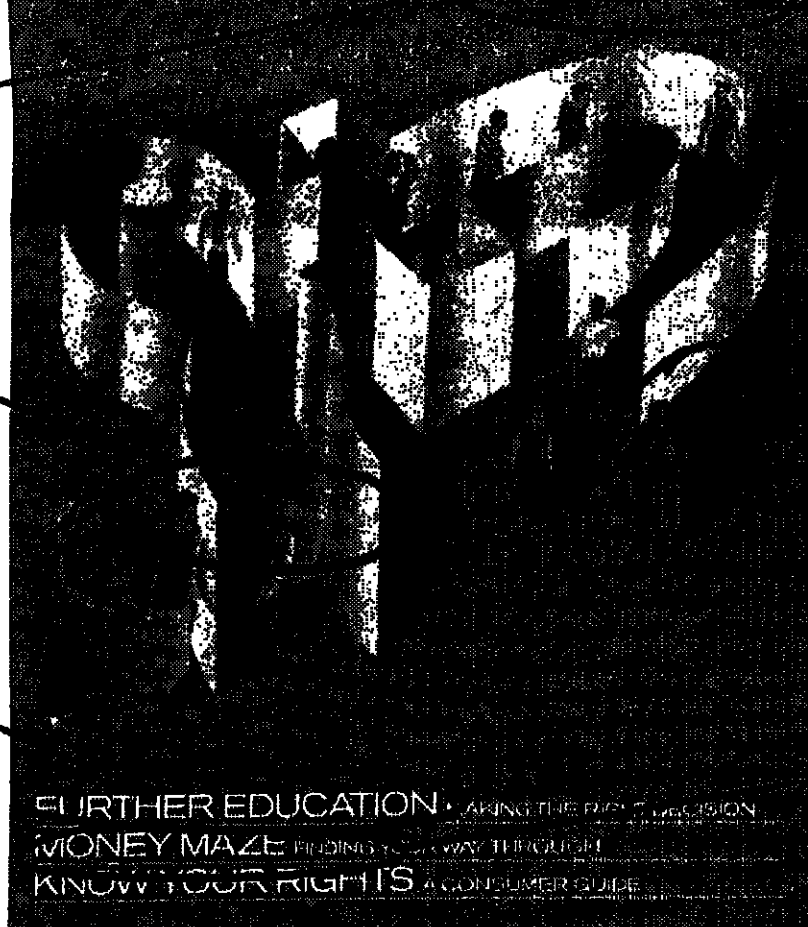
Close friends: orphan and student



Devastation: rubble of eight-storey Ruben Darlo office block

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REMEDIAL WITHDRAWAL

An unfortunate term

Margaret Fox

While agreeing with much of what Katy Simmons says in "Painful extractions" (TES, December 17), I also feel that the article causes some confusion over the meaning of the word "extraction" in this context, and shows a fair amount of bias in the selection of children's comments.

Katy Simmons says, "It is likely that children are extracted from lessons such as English or French, leaving them to follow the same curriculum as their peers only in such areas as PE or art." Which schools does she know which do only these four subjects? It seems to me that "extraction" is being confused with the full-time, or more or less full-time, remedial class.

In the school in which I taught for several years, help with reading/English was given by withdrawal from some English lessons, and help with maths/English by withdrawal from some maths lessons, or by support within the classroom.

I wholeheartedly back Katy Simmons's call for more flexibility in the timetable of the special needs teacher, to allow the teacher to develop other forms of support within the school for teachers and children, and to reduce the numbers of children being withdrawn.

Of course, the term "extraction" is an unfortunate one, being reminiscent of the dentist and the removal of something undesirable. More widely used in the past has been "withdrawal", which has more of the feeling of leaving the hustle and bustle for a period of calm reflection, and this is how many children see it.

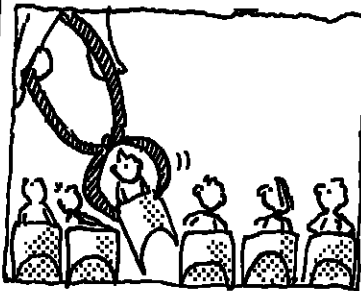
What I could find children who would echo all the comments quoted by Katy Simmons, others have pleaded to be taken out of more lessons or other subjects, and children not withdrawn for any lessons have sometimes asked to come to remedial lessons "because I'm not very good at English/

maths".

As Jason put it, "It's good coming here, because you can get more help, and you get on better." Obviously, the extra help can be given by the special needs teacher going into the classroom to support the subject teacher, and this approach has a number of advantages.

Continuity of work is usually easier to achieve, and the combined expertise of remedial and subject teachers is likely to benefit more children. Nevertheless, certain children prefer to work away from the large group for at least part of the week.

To finish with a comment from another pupil about a first year who was withdrawn for help with reading and writing, "R was thick before he came here, but now he isn't thick any more."



SCHOOL GOVERNORS

Performance checklist

Felicity Taylor

When school governors lack clear information about their roles and responsibilities, how can they know if they are doing a good job, and how can they improve their performance?

Those were the questions tackled by a conference of the National Association of Governors and Managers in Leeds earlier this month. At the conference, NAGM presented a list of the questions that governors might use when appraising their work.

The questions addressed the governors' relations with each other, their knowledge of the school, and the use of governing body meetings.

On relationships, it asked: Is the governing body a cohesive working group, or a collection of factions or individuals with little in common? Do the governors ever meet as a group outside the termly meeting? How

often do you meet the staff, pupils and parents? Does the governing body reflect the social and ethnic mix of the school and the local community? Is the governing body a partnership of equals, or are the real decisions taken by, say, the head and chair, in private? If the answers to these questions are not positive, what can be done?

About the school: Do you know the names of the staff, and their responsibilities? How many individual members of staff have you spoken to lately? How many individual pupils have you spoken to lately? Do you have a clear idea of what is taught in the school and how the teaching is organized? What systematic procedures has the governing body made for getting to grips with their responsibilities? Could such procedures work better? Do you know enough about the school to give praise

and support to good work, as well as criticism where this is relevant? On governors' meetings: Do you make good use of the limited time available? Is the right proportion of time spent on issues which are significant for the quality of the education offered to the pupils? Is it always clear what decisions have been taken, who is to carry them out, when this will be done, and how the results are to be monitored? Is everyone given a fair chance to contribute and how can the governing body cope more effectively and realistically with an ever-increasing work and paper load?

It is, of course, much easier to ask these questions than to answer them, but at least they are a start for governing bodies coming to grips with their increasing responsibilities. But finally, there is one overall major criterion by which governors should judge their work. They should ask how their decisions improve the quality of education for the children in their school.

Felicity Taylor is chair of the National Association of Governors and Managers.

PAY SETTLEMENT

Diary of a Somebody

Christopher Jones

Saturday, November 15, 1986: An historic day. Unions settle. We're professionals now! Heard all about it on Radio 4.

After breakfast: Take Sir Keith for a walk. I stand tall. Milkman calls me "Sir". While Sir Keith slices down her gatepost, Mrs Smith, president of the WI, discusses "wonderful news" and asks me to speak to "our ladies" at the next meeting. "Will £25 be all right?"

When I return home, wife says GP has phoned and invited us to dinner tomorrow night. Last week my status was so low he had written out the prescription before I could reach the chair in his surgery.

By one o'clock the insurance broker has offered us extra insurance. Barclaycard have rung to triple our limit. We've had four begging phone calls and two double-glazing firms have called. The first offers an unrenounceable deal, the second a flat £500 for list of the telephone numbers and addresses of all the teachers I know.

Two o'clock: We have our number changed and go ex-directory. Mr Hughes from No 14 (an accountant with Whippet and Stowit) has popped over to offer to nominate me for the golf club.

Evening: Visits from begging relatives.

Sunday, November 16: Church and two more offers of golf club membership. The vicar spoke to me for the second time in seven years. I washed the car, wearing my dark glasses and Mrs Smith brought over a hand-made

coat for Sir Keith "for the winter months."

Dinner at Duc Scribble's. Take out he's thinking of retraining as a teacher, "more status you know." He wants my support for his application. I explained that teaching is a vocation, and so on. He's a shrewd chap and gave me a couple of bottles of VAT 69.

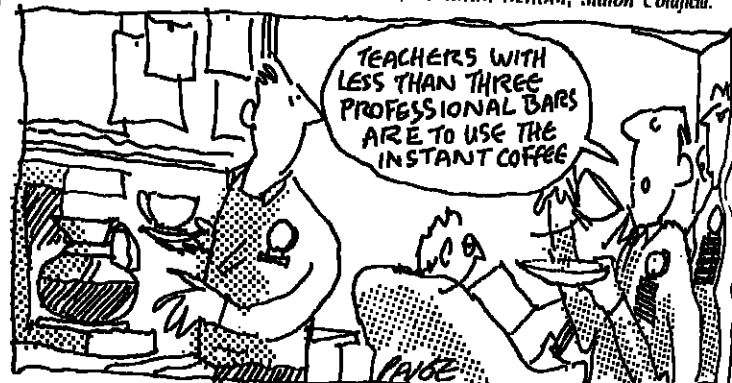
Monday, November 17: Sir Keith has his new coat. The head and I were cheered to the echo when we entered sort out the 53 applications for the Scale 1 physics post that has been vacant for three years. Most applicants are from industry, trying to get into a profession before we slam the door.

At lunchtime the local teacher education college phoned, asking me to warn the sixth form that they were closing their applications for next year's intake on Friday. I phoned. Scribble.

I'm considering spending a little of my salary increase hiring a personal secretary to type up my staff appraisals. I put an advert in the local papers. The head wants to help me interview. I haven't committed myself.

During the afternoon the office takes another 70 phone calls about physics posts, including one from Sir New episode: Will Kenneth dash my pussy.

Christopher Jones teaches at John Whitnall School, Sutton Coldfield.



CHILD ABUSE

Teachers in danger

Peter Maher

The report, "Vow to pursue child neglect cases" (TES, November 7) correctly recorded my reservations about the timing of the Esther Rantzen ChildLine initiative: "It is easy to generate disclosure of abuse, but how the hell do we pick up on those calls for help? If the infrastructure and support is not there?" For those of your readers who could not see the importance of this comment for school teachers, may I illustrate my point with just one example.

During the last week, I have had a series of phone calls with a teacher describing herself as "worried of Surbiton". A pupil at her school had telephoned the ChildLine to disclose, for the first time, that she was being sexually abused by her stepfather. The child claims that ChildLine promised, "not to tell".

In conversation with the child, the ChildLine counsellor asked if there was a teacher at school that she trusted. The name of the teacher and the school was taken down and ChildLine promised to telephone the teacher and ask her to help. The teacher answered that call and suspected of the alleged abuse. She too was asked to "keep the secret", but to offer whatever support to the child that she could.

The teacher interviewed the child who repeated, in detail, the allegations of sexual abuse. Following the Esther Rantzen pattern, teacher and child agreed to call in mother. The child's mother gave all the appearance of being shocked when she was told of the allegations. At the end of that second interview, child and mother went off to confront stepfather with the revelation. Two days later, mother returned

to school to explain to the teacher that stepfather was very sorry for his actions and had promised not to do it again. She added, "Please accept this confidentiality and don't pass this information on to anyone else."

So why was our teacher from Surbiton worried? A case of sexual abuse neatly resolved and an apparent triumph for the ChildLine project. The done, and more her concern grew. She had never seen the local authority guidelines to teachers, but felt uneasy that she may not have followed procedure.

Her L.E.A.'s guidelines say, "When offered information about alleged sexual abuse, the matter must be reported by the teacher, through the head-teacher, to the director of education and to the director of social services immediately." She clearly was in breach of her L.E.A.'s instructions and could be held accountable if a tragedy occurred.

Her second anxiety sprang from the ease with which mother had coped with such a potentially damaging revelation. "Is it not true," she asked, "that sometimes the wife is aware of the sexual abuse?" Absolutely right, incest is often an agreed secret within the family and she may have been talking to a person who had known and condoned the abuse; her intervention may not have stopped the abuse at all.

Her third anxiety was about the family background; the girl was adopted, having been previously abused by her natural parents. There was a second child in the family; well? Has the stepfather a history of assaults against children? Supporting

his sexual assaults on young children are not confined to members of the family?

Worried of Surbiton had lost a lot of sleep that week. I wonder how many times her experience was duplicated across the country? (I would be interested to hear, in confidence, from other teachers.)

How would, "the infrastructure and support" have helped in this case? First, teacher training must be given national priority. DES and HMI (Worried of York Road?) must offer leadership by making training courses for teachers on child abuse issues part of a national in-service training strategy. Such training needs to be on a large scale and reflect the inter-professional nature of such work.

Second, L.E.A.s must ensure that their guidelines on procedure are read by teachers and that inter-professional contacts are established so that teachers become part of the local child abuse team.

Worried of Surbiton should have refused to offer guarantees of confidentiality; the nature of her responsibilities make such promises invalid. Allegations, no matter how serious, should be reported to the local authority, not to the head-teacher, who may be prejudiced by her inexperience.

The Maria Colwell Inquiry demonstrates how vulnerable this teacher now is to public scrutiny; she failed to follow simple L.E.A. guidelines on the conduct of such cases. Ignorance, no plea and she has placed her professional career at risk. She shares an anxiety that the solutions to her pupils' problems may not have been as neat as they appeared. If that abuse is continuing, who does the child turn to for help now? Well done BBC and Esther; 2/10 for a good try, but you didn't read and understand the question properly. A lengthy and interesting answer, but it has little to do with the problem as presented.

Peter Maher is National Secretary of the National Association for Pastoral Care in Education.

FEATURES

The man who wasn't James Bond

by Nick Baker

Consider these snapshots of George McHugh, head of Wellfield comprehensive school in County Durham. As a child in West Africa, he experiences at first hand the exciting, colonial stories so useful for assemblies in later life. As the public school boy, he revels in the competitive atmosphere of a system he still admires.

As the young Scots sports star, built like an ox-and-a-half, he tosses the caber, puts the shot, wrestles Cumberland-style, and boxes at heavyweight.

As the adventurer, he befriends ex-gangsters, poses with Bunny Girls, works as a nightclub bouncer, plane-hops round the exciting 1960s jet set world, usually at someone else's expense, a six-foot, 20-stone figure proud to wear the kilts. "People would give me things," he says. "There was never a dirty exchange of notes."

Then there's George McHugh the would-be film star, nightly tramping (ever-kilted) the streets of the Via Veneto in Rome with a hundred other hopefuls, waiting to be spotted by a film mogul from Cinecitta. It was, in his words, a "meat market" in which people often made him "dubious offers".

And don't forget to consider the snapshot of McHugh as James Bond, the burly, soft-spoken Scot, a man whose sexual magnetism was equalled only by his Caledonian cunning and his lethal power in unarmed combat. McHugh makes much play of the fact that, when Sean Connery bowed out of the role, he was considered as a replacement.

The Scottish Daily Record did a feature on potential Bond clones and George, on paper at least, fitted the bill. When the backs finally got round to interviewing him, they found he had (for sporting reasons) swelled to 20 stone and therefore didn't quite have the right image.

Now consider some snapshots as yet untaken, but very much possibilities in the mind of McHugh. There's McHugh the director of education, a no-nonsense man with a clear vision of the disciplined way in which education should go in his local authority. There's McHugh the MP - darling of the media, yet powerful enough to protect his community from peril, simply by dint of his forthright, Christian Socialist ideal. And why not McHugh the Education Secretary, or even Home Secretary, or simply George McHugh, first among equals?

An accurate snapshot of the real McHugh as he is now - 42-year-old headteacher of a comprehensive in County Durham, a man who left his colourful "mind period" for Christianity, marriage, and a PE teacher training, is more difficult to achieve. Mystique is a deliberate part of the man's style. He admits it. "I never cut out there," he tells me over lunch in his office. "I like to keep a bit of the mystery going." Another example: halfway through an interview, he suddenly changes the subject, fixes me with a steely eye (in a strangely inexpressive face) and tells me that he thinks I'm "unhappy, constantly looking for things." He's concerned that I'm "unfulfilled".

Professional fulfilment for George McHugh came via a first job at Millfield, the Somerset independent school, then posts in the Forest of Dean and in Ludlow, Shropshire. A temporary headship at Ludlow gave his career an unexpected boost, and in 1984 he was appointed head of Wellfield, an amalgamated comprehensive in a rural area of County Durham where coal was once king and unemployment now rules. A simple measure of the problem is that the school is the biggest single employer in its own catchment area.

"I don't see things as problems, I see them as challenges," says the eminently quotable head. And when McHugh came to Wellfield just over two years ago, the school was a challenge indeed. The local press was having field day after field day about the school's problems. "Stop pupils' love-lives" screamed the headlines, when neighbours complained that pupils were using their gardens as places of less than romantic assignation. Newspapers attacked the school's poor academic record, and reported calls for an emergency inspection after an incident which caused the suspension of 22 pupils. In 1983 a Wellfield teacher was convicted of assault on a pupil, a conviction which was reversed on appeal. Staff morale was at an all-time low.

Two incidents stick in Wellfield teachers' minds about the first fortnight under McHugh. His first act, carried out single-handedly, was to clear the school gates of undesirable, hangers-about and the ubiquitous ice cream van. Nobody argued with the big man. His presence alone can be intimidating. He doesn't need to do anything.



George McHugh: "His presence alone can be intimidating".

The second act was to call a parents' meeting.

"The place was packed," recalls Ron Harrison, a long-serving member of the staff. Curiosity drew them to see what sort of personality lurked in the massive McHugh frame. "There was a gasp when he walked in," remembers Harrison. There was an even greater surprise - when McHugh told the nodding of heads - a good deal of the parents that their children would go back to school uniform. Within a fortnight, school uniform was back for the first to fourth years in the school.

At first, there was some scepticism among teachers about McHugh's capacity to reverse the school's fortunes. One problem - or, as he would prefer, challenge - facing McHugh was the threat of closure. Rolls were falling dramatically in the area. New rules on parental preference meant that schools were in competition for customers. He was told that Wellfield, because of its reputation, was "closing itself".

A media campaign to stop the rot grew before the school's delighted eyes. In order to gain positive publicity, McHugh arranged to make attempts on various Scottish and national television and local media. After some glowing reports from the same local papers who had previously attacked the school, McHugh welcomed the stories in the Daily Telegraph and Daily Mail - not a newspaper well-known for a kindly disposition towards the teaching profession - and spoke on the telephone to the Jimmy Young Show. There was a deluge of positive response from listeners, and only one note of dissent. "I'm sorry to shatter

the euphoria," said one listener, "but was the low standard of the school due to the previous head? The majority of schools are achieving the standards Mr McHugh is seeking, but only the bad minority get publicity."

There's no question that publicity is McHugh's forte. He does not appear as a publicity seeker himself. The invitation to The TES came from his testimony to that. The press call him "Big Mac", "Mr Muscles", and "Mr Tough Guy".

The Bond story is an enormous help. McHugh has been photographed at the wheel of a Bond-style Aston Martin, has a model Bondmobile on his desk, given to him by last year's fifth year, and has been snapped with a member of his staff dressed up as Bond's deadly enemy, Oddjob.

The local radio stations have all but worn out their copies of the James Bond theme, and purple typewriter ribbons are in short supply among journalists.

One local journalist drooled: "The eyes are true blue (of course), the features of film-star perfection, and he even has a Kirk Douglas-like cleft in his chin. The handshake is firm, the gaze direct and unflinching and the overall impression is one of tremendous presence. Sixteen stone of perfectly proportioned muscle and supreme good looks clad in pinstripe suit, red tie against blue shirt, with matching red hankie in breast pocket."

The fact that, during the turnaround period, corporal punishment was used until recently at Wellfield is less prominent in the coverage as

whole. But the name was used "quite a bit at the start" of the McHugh period, according to the deputy head, Leslie Joss. And comes, now unused, still stand in the corners of various senior teachers' rooms.

The publicity has had a great effect in the school. It's created the conditions of a self-fulfilling prophecy. The school must be good because the papers say so. Pupils' most common comments to me were in the vein of "he's put the school on the map." Reputation has become all-important and the pupils are almost unanimous in their support for their leader and his tireless quest for a good image.

Only one fifth-form girl dared to sound a note of dissent. She thought that Mr McHugh is a "poser" and that "people still get up to things, but they do it more on the sly." However, this sort of criticism from within the school is very rare. From other schools, there have been criticisms of the media coverage being used to support "body-snatching" of prospective pupils, but most people who work and learn at Wellfield have felt enormous benefits from the limelight.

The L.E.A. rebuilt part of the school, making a light, airy display corridor which would match the smartest hi-tech art gallery for style and design. A PTA has been started. There's no graffiti, an atmosphere of determined discipline (no longer backed by the threat of the cane) and no suspensions or expulsions. McHugh commands immense respect, if not a little fear. Pupils rise, spring-loaded, to attention when he comes into classrooms. Teaching style is dominated by chalk and talk. Reprimands are given curtly where necessary. The only omission to new approaches to teaching have come in the piloting of a new TVEI-style scheme, the Foundation Programme for Pre-vocational Studies. According to the school's TVEI co-ordinator, McHugh took some convincing over TVEI itself, because of the scheme's tendency to take authority over pupils' learning away from the head teacher.

The number of GCE and CSE examination passes rose by 18 per cent after the first year of McHugh's leadership. Last year, 60 per cent of the fifth form went on either to further education or employment, as against 27 per cent who went on to YTS schemes. Most importantly, Wellfield has been saved from any threat of closure and parents from outside its immediate catchment are trying hard to get their children into the school - all thanks to McHugh. Bodies aren't being snatched, they're queuing at Wellfield's doors. Meanwhile, the sword of Damocles now hangs over a neighbouring school.

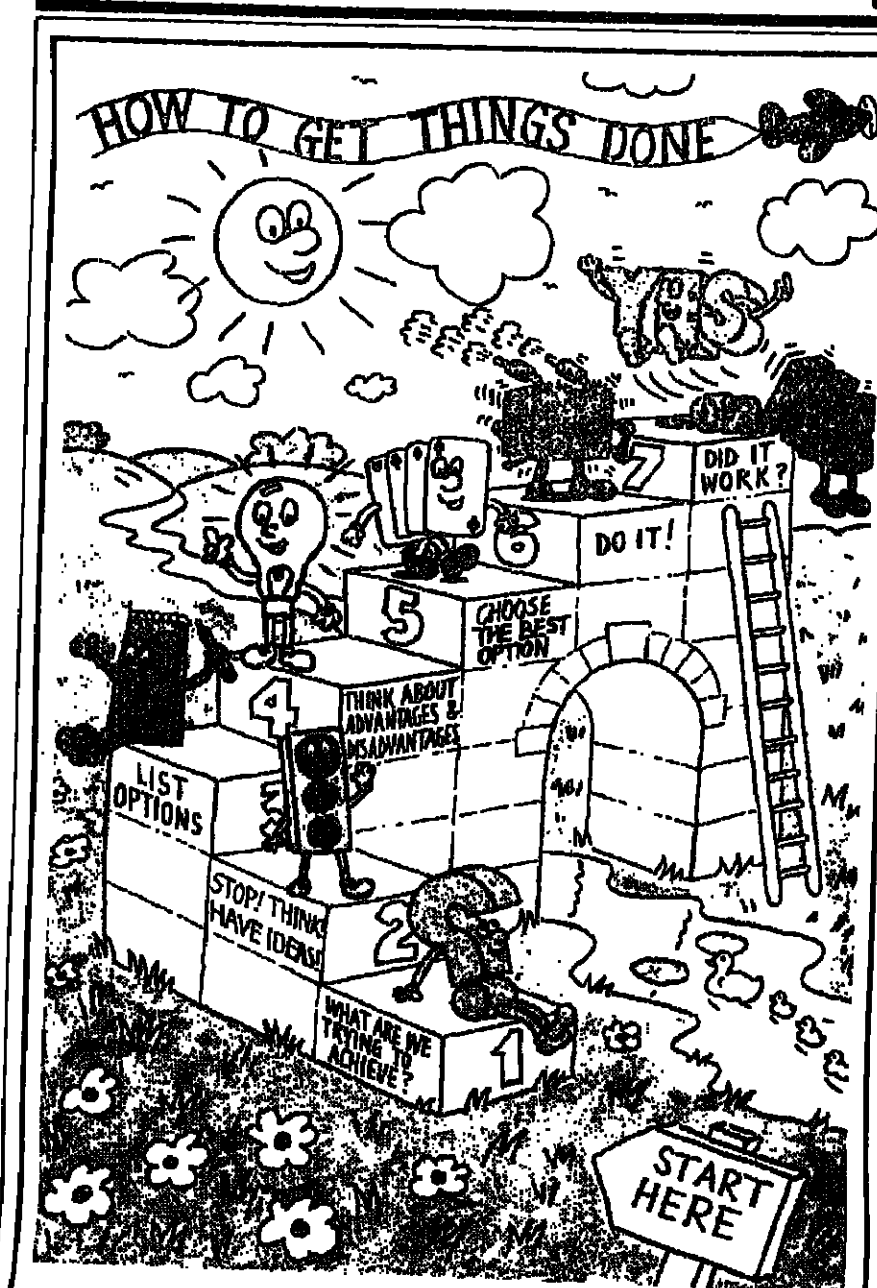
There's no question that McHugh is an extraordinary man, and an extraordinary head. He firmly believes that the philosophy he's evolving, based on a simple Christian faith and an autocracy that demands complete obedience from staff and pupils, is applicable at national level - and this despite the fact that his current clientele are unusually homogenous by class, culture and outlook.

He talks in emotive terms about his leadership: "I was brought up in the colonies and you could see a British subject looking after vast tracts of Africa, where one man could look after thousands... One of the reasons this country is in the state it is in because we lack the clear leadership, the power figure." He doesn't shrink from using the word "charismatic" about himself, supports the teachers' claim for a maximum pay settlement and Kenneth Baker's 19 proposals, and glories in the lack of effect the dispute had on his school.

His only self-criticisms are about the difficulty of achieving humility and about some of his past, before he met God. "I've probably hurt more people than I should have - perhaps left some trampled bodies up and down the country. I try and make up for that now," he told one local radio reporter. And he can be quick to react. The only time I saw the impassive strongman-style drop, and genuine irritation appear, was when I suggested that the Bond story might be a little tedious.

One big question is what will happen to Wellfield when he goes on to pastures new, as he surely will one day. Teachers reacted with stunned horror when I suggested this possibility to them. But McHugh is a man with an eye for the main chance - he told me that he was thinking of applying for the London borough of Brent's directorship of education, and for the directorship of his own L.E.A., which has recently fallen vacant.

What happens when a school has to fill the vacuum left by a charismatic and autocratic head? McHugh says that he hopes he would be replaced by somebody with strength of character equal to his own. But the shoes are mighty big ones to fill, and we can't all be James Bonds.



The Fulmer all-subject problem solving poster. Right: Bringing industrialists into schools was not the best use of their time.



The way it ought to be



Virginia Makins describes how industrial consultants and Berkshire teachers got together to create a model style of curriculum development

When teachers in four Berkshire schools heard that the Fulmer Research Institute, a contract research and consultancy company near Slough, was collaborating with their local authority to promote "more relevant education" in their school, several were deeply suspicious.

They saw it as yet another attack on liberal education, and an attempt to replace it with something much more vocational and instrumental. Some teachers even thought it was simply a tax fiddle for a local company.

But now that the Fulmer-Berkshire project is in its fourth and final year, things look rather different. Both the industrialists and the educators have discovered that their aims can be reconciled and translated into exciting curriculum development.

The project was conceived by managers at Fulmer. They had previously tried to set up one-off design and technology projects in schools. "We reckoned that it wasn't any good simply putting on good slideshows," said David Davies, who has managed the Fulmer end of the project. "Progress would only come through the mainstream curriculum."

Berkshire's advisers were cautious but welcoming. "Their ideas fitted our broad aims for making the existing curriculum more relevant, encouraging organic change, and making learning more active and participative. We wanted new teaching methodology rather than new curriculum content or structure," said John Lambert, Berkshire's Chief Adviser.

Fulmer provided a challenge - they were asking us to confront a number of the criticisms we hear from industry head on, and offering a highly disciplined approach to curriculum change."

So a working party was set up, and there was quite a lot of conflict before the teachers and the managers reached agreement on the aims of the project. "Fulmer started off with a severe critique that has mellowed considerably," said John Lambert.

In the end, the main aims were identified as developing the skills, concepts, and attitudes needed for successful participation in industrial enterprise, and fostering awareness of the challenges and opportunities offered by an industrial career.

The plan was to develop teaching materials that encouraged communication, teamwork, problem solving and decision-making; covered key economic and technical concepts; and got pupils to design, make and test useful things.

After a rather sticky start, the project went ahead. Fulmer raised money from two charitable foundations and the DoI to cover the development work and their own consultancy fees. An experienced teacher, Peter Devereux, was appointed to co-ordinate the project.

Four schools became involved: Althorn in Maidenhead; The Downs, near Newbury; Maiden Erlegh near Reading; and Sandhurst, in Camberley. But the work started with the secondary teachers linking with teachers in feeder primaries, designing work for the top juniors. Berkshire supplied each secondary school with 0.3 of a teacher to help provide cover for the work, and topped it to 0.5 last year to help keep things going through the teachers' action. In all the project has cost £350,000 over four years, not including Berkshire's contributions.

At first, the Fulmer people assumed that the work would mostly happen in subjects such as mathematics, English, science, and design technology. But they soon realized that, in order to get the project off the ground, they would have to take bids from any subject, and be open to ideas that did not altogether fit their preconceived framework.

As a result they have sponsored work ranging from a problem-solving approach to tennis coaching, to an art course exploring the local neighbourhood with the help of a theatre group that dramatized its past history and present dilemmas.

At Althorn school, Maidenhead, most departments have now been involved in some kind of Fulmer initiative, mostly in collaboration with teachers in the other three schools. "It really has revised people's ideas about how they teach," said Oliver Jenks, the head.

The school was already undertaking a full curriculum review when it started the project, and

several departments had taken on board interesting developments in teaching methods and curriculum. But Oliver Jenks says that Fulmer moved things a lot faster. "It's given forward looking ideas respectability: the industry links have been a good selling point to parents."

The teachers say that Fulmer showed them how curriculum development should be done, with time off in school time for the development work, and the resources they needed. The resources were not very lavish - a camera, some good maps and photographs, at most Fisherteknik kits for craft, design and technology.

But they made all the difference - as did the professionally designed and printed materials for teachers and pupils, and the backup services of typists, photographers and the like. All the Fulmer projects have been designed to be usable in any other secondary school.

The teachers liked working closely with industrialists at the development stage. "I was pleasantly surprised at the way they recognized our expertise - the challenge of handling and motivating groups of young people," said Keith Diffey, head of social studies at Althorn. "But the most important thing is that the project has shown common ground between liberal-minded educators and industrialists."

He, with teachers in the other schools, designed a first year social studies module where teams of four pupils had to decide where to locate a new high-tech company, choosing from four Berkshire sites.

The English department at Althorn was involved in another first-year project which is running in all four schools, taking up at least three double lessons a week for 10 weeks. (Other Fulmer projects take up only two or three lessons, making very manageable units for development and integration into a crowded curriculum.)

In English, the students form a company called "Myth and Mystery Publishing." They go out to research the needs of their consumers (children in local primary schools), and then design stories and plays and games for them. Finally, the primary audiences are invited back to the school to sample the products. The project provided transport and materials for the work.

There were some battles with Fulmer at first: the managers wanted the work to be more vocally oriented than the English teachers. The students still learn quite a lot about how companies operate - but according to Fran Caunter, an English teacher, "they did a better variety of English in 10 weeks than they might have done in a year - playwriting, poetry, magazines and layout, designing board games, taping things".

This project - like many of the developments that came out of the project - demanded a considerable change in teaching style for some teachers. "When you saw them making mistakes, it was difficult not to leap in and sort them out," said Fran Caunter. "We needed nerves of steel: we're so used to working towards the end product."

Now the teachers say they are beginning to change their methods in other parts of the course. The children are also changing: several teachers, and all the heads in the other three schools, said how good their pupils now are at organizing themselves into groups, shutting up over-dominant children, resolving differences, meeting deadlines, and generally becoming much more articulate and competent.

The project, with its demands for considerable clarity at the planning stage, had often pushed teachers a bit further than they would have gone. Group work became more structured, with individual members of teams of pupils being given



Trying out the products of Myth and Mystery publishing on a primary school audience

specific tasks. Teachers became more aware of the need to leave children free to make mistakes, and learn from them.

The involvement of outsiders lent realism and credibility to the school work. A second-year biology unit simulates a food poisoning investigation into a restaurant meal.

A pathologist from the local health authority was closely involved in the project, making sure that pupils followed real-life procedures, filling in forms, and writing letters and press releases. The pathology laboratory also contributed a superb set of agar plates, showing pupils what the pathologists see under their microscopes.

At the early stages of the project, it soon became clear that not only was it logistically impossible to get a lot of industrialists into schools, but it was also undesirable - too often the result was not only a sideshow, but an incompetent sideshow.

Now the managers are involved in small curriculum development teams where they offer some particular expertise. "It's all very directed to task, and professional, with no room for sweeping comments," said Peter Devereux.

Many of them seem to have become involved because they felt schools were not preparing students to work in industry, or showing them the relevance of school work to the world outside. Len Hartridge, a retired ICI manager who was in charge of the Dulux development laboratories, worked with mathematics teachers creating a video showing the mathematics that different people use day to day in an ICI paint factory.

He said he had been "mildly depressed by youngsters' lack of awareness of what went on in industry, and also of how the subjects they studied in school were actually used."

Les Neil, the creative director of Clarke Hooper, a sales promotion and marketing company in Slough, was another industrialist who gave many hours to the project - even though his company was going public at the time.

He worked with CDT teachers at Sandhurst and The Downs schools, designing some work with cardboard engineering, getting children to design stands to display leaflets.

"I wanted the students to be able to relate their school work to what they see around them, to see that art and design are not fringe activities but an important part of their world, offering career opportunities," he says.

He also wanted teachers to see and understand the way his staff worked. "They could see that good work can happen in shirtsleeves with the radio on."

Les Neil was impressed by the interest and ingenuity of the teachers - as were most of the industrialists in the project. But he was also struck by the difficulty of motivating pupils who were not given the tools, techniques and materials needed for successful design.

"A lot of the industrialists were staggered to see the conditions under which teachers are expected to produce results," said Peter Devereux. An Althorn teacher reported that the managers "couldn't believe the shortage of funds and the constraints on time."

The heads of the other three Fulmer schools were all convinced that the project had had a big influence - partly because it was the only curriculum development going on during the teachers' action, but mainly because it was a model for how curriculum development should happen. It gave teachers clear objectives, good management and administrative help, time, and essential resources, then let them get on with it.

At Sandhurst School, Terence Enright said that Fulmer had greatly reinforced things that the school was anyway working on. "Problem solving

in the classroom has taken off in a big way, and teaching styles have changed noticeably."

Graham Taylor, at The Downs school, also thought the project had fostered more investigation, problem solving, and active learning. "The ideas were already there, and spawned by teachers, but Fulmer made them happen. Fulmer gave teachers credibility, time, and management expertise." The lessons of the project are now being absorbed into Berkshire's new in-service programmes.

"The whole thing has been teacher-driven. We have just helped to keep the work on the rails," said Fulmer's David Davies. "We need to foster a small research and development component in the work of all teachers, perhaps taking one or two per cent of their time, and to allow them to experiment with change on a small scale, to show that it won't threaten their whole way of life."

For information about the curriculum materials developed by the project contact Peter Devereux, Fulmer Research Institute, Hollybush Hill, Stoke Poges, Slough SL2 4QD.



Raising awareness of what goes on in industry

$$7(5a+b) = ab(2b+a) + 1$$

Maths for maths' sake

Geoffrey Howson on the dangers of Anglo-Saxon attitudes

"Mathematics is useful in solving everyday problems." What do you think?

The Second International Mathematics Study (SIMS), yet to be published in this country, invited 13-year-olds and 17-year-olds from 18 countries to agree or disagree with statements like this about mathematics. The study was carried out in 1981 (pre-Cockcroft) and, it must be admitted, suffered from the inflexibility of all such large studies using attitude scales. Yet the reactions of English pupils to the questions asked, were significantly different from those in Japan.

The percentage of English 13-year-olds "agreeing" or "strongly agreeing" with the first statement was 79 per cent - the highest of any country. In comparison, only 36 per cent of Japanese students did so. Yet the effect of Cockcroft was probably to reinforce a belief in the utility of mathematics as the principal reason for teaching it - and repeated calls for relevance will only increase the existing bias. Can mathematics be successfully taught when at every turn a teacher is demonstrating, and pupils are encouraged to demand, utility and relevance? What conception of "mathematics" results from this?

What, apart from utilitarian ends, does one hope to gain from teaching mathematics? Of the teachers teaching 13-year-olds (the corresponding scores for teachers of 17-year-olds are given in brackets), in England 53 (88) per cent thought it would help their pupils to "think logically", as against 89 (78) per cent in Japan. Is the higher difference between age groups for England a reflection of the vast number of teachers unqualified in mathematics who teach English 13-year-olds and who have a very limited view of what mathematics is and what it can contribute to a general education?

Some corroboration for such a hypothesis can be found in other teacher responses: "Mathematics is a good field for creative people." England 29 (58) Japan 70 (72)

"In Mathematics, problems can be solved without using rules." England 21 (38) Japan 65 (69)

Where does this leave the GCSE requirement for creative and investigative work? It certainly gives some idea of the volume of in-service training needed if such work is not quickly to degenerate into a meaningless charade.

And what view have pupils formed of mathematics? (Again, the first number refers to 13-year-olds; that in brackets to 17-year-olds):

"Learning mathematics involves mostly memorizing." England 55 (14) Japan 14 (7)

"In Mathematics, problems can be solved without using rules." England 25 (22) Japan 39 (65)

Yet, not surprisingly, pupils sometimes take a different view from their teachers. "Mathematics helps one to think logically." England 69 (83) Japan 42 (48)

The Japanese estimated that 82 per cent of the time spent in school meetings was devoted to discussing "teaching content" and "teaching strategies" (England 20 per cent) and 15 per cent to "organization and administration" (England 60 per cent). The Japanese, however, are spared external examinations and are called upon to revise their teaching syllabus only at ten-yearly intervals.

There is a tendency when considering comparative attainment to attach far too much weight to differences in teaching methods and syllabus content in the hope that a new curriculum will solve all the problems. It is a view often seemingly encouraged by DES and the media. Yet it is simplistic (even if politically attractive).

The differences in attainment between Japan and England do not appear to be associated primarily with curricular differences, but rather with differences in the context in which teaching takes place, pupil motivation, and teacher qualifications and attitudes. It is essential that we come to terms with this quickly.

Professor Howson is director of the Southampton University Centre for Mathematics Education.

BOOKS

On the welfare

Wendy Buckley on what the social services should provide



change is completely inadequate as a way of winning back public support for collective action on welfare, as it is of modernizing the British economy.

Policy makers must recognize urgently that individuals' experiences of the Welfare State have too often been humiliating, so that people endeavour to keep out of its clutches, and even where they cannot do so, as with the unemployed, they vote Conservative in hundreds of thousands.

It is only where the problems of the personal social services are discussed, by Olive Stephenson, in the Wilding anthology and Walker and Pinker in the Berthoud collection, that there is a recognition that innovative local and participative forms of collective action are more important than central policies to improving services to the elderly and disabled in the community and to supporting family carers. Yet this approach should also be examined for other welfare services, particularly health and housing, to challenge the overcentralization and paternalism which has contributed to the neglect of consumers' experience of welfare and has enabled producers to control services in their own interests. Attempts to improve efficiency in management, which are generally welcomed by these authors, have been alarmingly oriented towards "value for money" rather than "service to consumers" criteria. To rebuild popular consent for collective welfare both of these are needed.

The first prerequisite is an open political system in which it is possible to hold an honest public debate about welfare problems, and in which alliances for change can be built across the old political divide between Right and Left. This divide is now hopelessly corrupt; the Right undermining welfare and the Left in hook to the producers. Second, there must be a radical decentralization of power so that change and innovation in welfare services can proceed with popular participation and consent. This decentralization should be both to institutions — like local authorities, and District Health Authorities and to individuals. Consumers must be empowered to define their own needs and force the welfare bureaucracy to respond to them. Instead of having their needs defined for them by the bureaucracy. Third, while we must accept that the Welfare State cannot achieve equality, it should at least ensure opportunity — so that recipients of welfare can move out and up and not become trapped. This can be achieved in some cases by technical changes, such as integration of the tax and benefits systems, and in some cases by sponsorship of alternative sources of supply to offer choice — for example by creating a third sector of housing for rent.

The objective for the Welfare State for the Nineties should not be a conservative one, but should be to enable recipients to exercise as much control over their lives as the mandarins have over their own. This requires radical change to the welfare ethos in Britain.

Wendy Buckley is the SDP's head of policy.

Simulations

Sir — In reviewing Book 2 of my *Graded Simulations* (TES October 31) Eileen McConnell casts doubt on the suitability for post First Certificate students as part of an EFL/ESL programme. The nature of simulations is interaction, and simulations which work well in practice are often categorized as "complicated" by teachers (and reviewers) who are not very familiar with the technique and who see difficulties because they are looking at the paper not the event. Since Eileen McConnell sometimes refers to them as "exercises" it may be that she evaluated them as such. The difference between the two techniques lies mainly in the thoughts, motives, interaction,

and role acceptance of the participants.

Eileen McConnell implies that these simulations have just arrived on the scene, and are largely untried and untested. Although the books do not say so, these are the original *Nine Graded Simulations* published by ILEA in 1974 with secondary school children in mind, but which were discovered by EFL teachers, particularly in Europe. These nine are perhaps the most used group of simulations in EFL, and maybe with native speakers for that matter.

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3EE.

The Role of Voluntary Organisations in Social Welfare. By Hugh W. Mellor. Croom Helm £14.95. 0 7099 3581 1. 26.95. 3586 2.

Challenges to Social Policy. Edited by Richard Berthoud. Gower £17.50. 0 566 05011 0.

T. H. Marshall's Social Policy (fifth edition). By A. M. Rees. Hutchinson £6.95. 0 09 158021 8.

Social Welfare in Britain 1885-1985. Edited by Rex Pope at al. Croom Helm £16.95. 0 7099 4001 7. 27.95. 40351.

In Defence of the Welfare State. Edited by Paul Wilding. Manchester University Press £14.95. 0 7190 1780 7.

Campaigning for the Poor: CPAG and the Politics of Welfare. By Michael McCarthy. Croom Helm £22.50. 0 7099 4606 6. £10.95. 3593 5.

Comparing Welfare States and their futures. Edited by Else Open. Gower £19.50. 0 566 00910 2.

For its first 30 years, political conflict about the Welfare State revolved around the system's objectives. Traditionally, the Left has wanted to extend the objectives in order to promote social change, for example greater equality, and also on occasion to promote state ownership and control. The Right has sought to limit the objectives to preserve the social status quo and to restrict state power. An uneasy consensus persisted in Britain around the "minimalist" objectives, that the state should provide basic needs, with, over time, a gradually extended list of the services which should fall within this minimum. The consensus was broken in the late Seventies when the New Right questioned the raison d'être of the entire system. Although written in the mid Eighties, these seven books really belong to the consensus period.

Rees and Wilding offer valuable descriptions of the evolution of the British Welfare State and discuss current problems. Pope et al presents extracts from original documents which mark important landmarks in the evolution of welfare policy in Britain. Mellor gives a competent account of the operation of voluntary organizations and their relationships with other bodies, based on the study of 18 particular organizations. McCarthy's analysis of the history and influence of the Child Poverty Action Group provides a case study of the operation of an important welfare pressure group. Of more interest for the future, the collection of essays edited by Berthoud and Oyeen seek to identify the social policy agenda for the next two decades and include some suggestions for future developments.

Most of these books address, implicitly or explicitly, the challenge from the New Right. Their main response is to point to the achievements of the Welfare State in Britain, to restate the principles of collective action to promote welfare and to express optimism about its ability to meet new problems. These authors are essentially proponents of "conservative incrementalism". There is considerable agreement among them about current problems —

the pressures on traditional services from demographic changes; funding and efficiency issues; how to provide care for dependents in the community while accepting that the burden must not fall on women alone; a recognition that pluralistic provision of services is both inevitable and desirable — an agenda which demonstrates the influence of feminists and left-wing critics of the inadequacy of the Welfare State as well as those of the New Right. It is, however, disappointing that none of these authors addresses the most telling criticisms of the Welfare State from the New Right — that it promotes dependence and diminishes opportunity; that it denies choice and therefore freedom; that it is inefficient because it is a monopoly; and that it has become self-serving, existing for the welfare providers not the consumers. There is indeed bewilderment as to why these criticisms from the New Right have struck a chord with the electorate, when life in Britain is demonstrably so much better than it was 40 or even 20 years ago.

There is no doubt that public support for the Welfare State as traditionally run has been seriously undermined. Although the radical challenge to dismantle the system has not succeeded, the present Government actively dislikes it. Its policies at best can be described as "conservative incrementalism" — but its withdrawal from entire aspects of welfare, as in the privatization of public housing, should not be underestimated. It has encouraged an ethos of selfish individualism which is antipathetic to collective ac-

1965 reaction helps us to gauge something of the distance we have now come in bringing into everyday usage terms that were thought inadmissible (cf. the famous forerunner: "not bloody likely").

What is of immediate interest, however, is the further change that is taking place as a direct result of the campaign against AIDS. Argument about the Government's policy centres to a large extent on the language that is to be used in officially sponsored statements. "Condom" is already making the word crop up a year ago? and discussion is already buying itself with alternative terms for such expressions as "anal intercourse". However appropriate that clumsy phrase may be, it is hardly catchy enough for an advertising jingle.

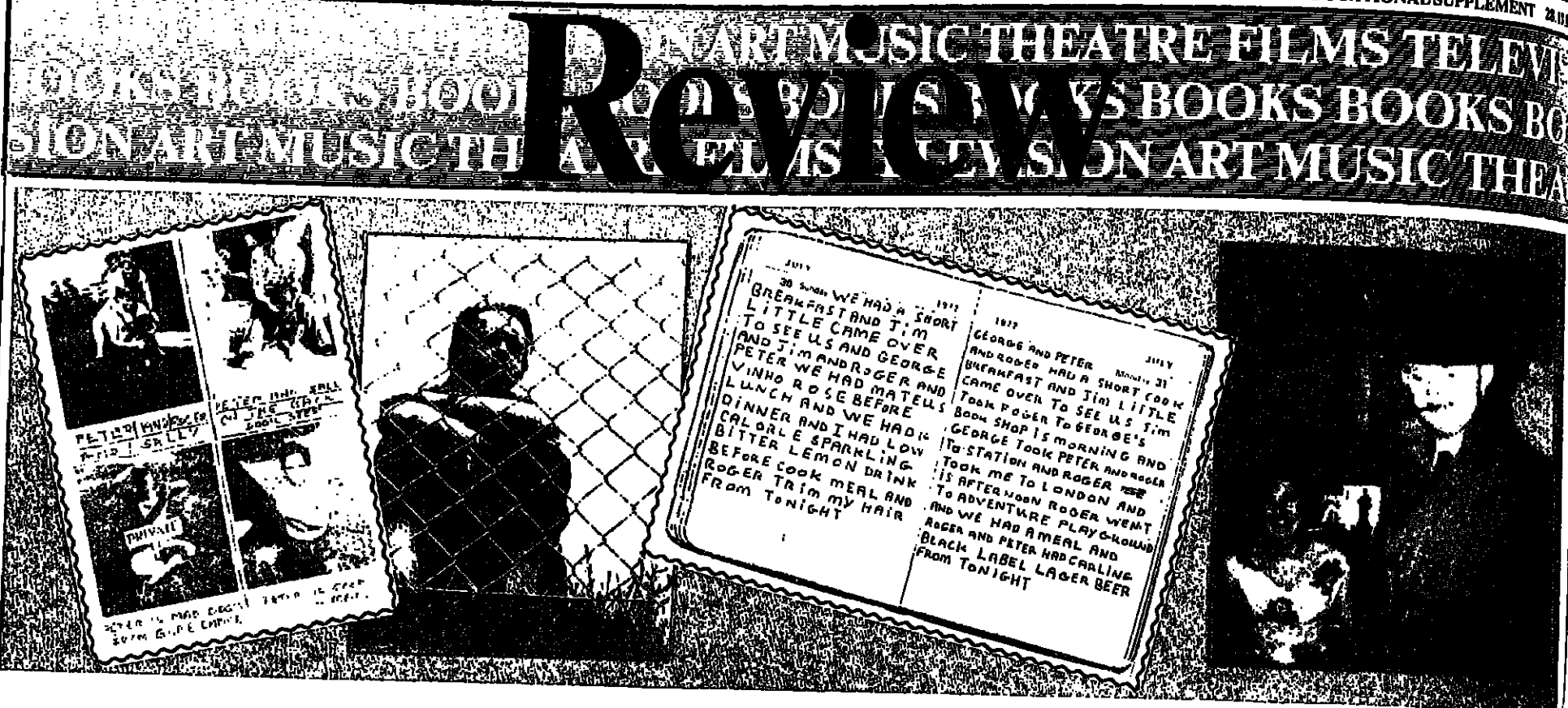
The chief reason for the fuss was the students' surprise at hearing this near-taboo word being uttered by a member of the teaching establishment; and that

lingo

Facing facts

Twenty years ago, teaching a class of motor mechanics, I happened to mention the word "contraceptive". More than the customary mayhem ensued which was eventually quelled (believe it or not) by an excursion into philology and how we came to adopt such a term anyway.

The chief reason for the fuss was the students' surprise at hearing this near-taboo word being uttered by a member of the teaching establishment; and that



Are you all right, Pete?

Colin Ward on an intriguing study of Down's Syndrome

Half Left. By Peter Moody and Roger Moody. Deyers Forlag, Oslo. Distributed in Britain by George Philip, 12-14 Long Acre, London WC2E 9LP. £9.50. 82 09 10360 1.

Anthony Weaver, a well-known pacifist teacher, wrote a book many years ago about his experience as warden of a home for "disturbed" children, and quoted the psychiatrist's report on a boy (IQ 88) that he was "remarkable for the very full use to which he put his limited intelligence." I have always treasured this comment just because it was an admission, at last, that our standard tests and assumptions fail to measure what is really important about people, and are used simply as society's put-down for all those fellow-citizens who don't score on approved definitions of normality.

Neither of the authors of this book is "normal". One of them, now 48, was born with the condition then called mongolism and now called Down's Syndrome, which affects one in every 600 babies every year in this country. The other is a journalist and propagandist for a variety of minority causes both here and abroad, one of which is Survival International, defending the

rights of tribal peoples whose literal destruction, not to say genocide, in several parts of the world "stems from our contempt for ways of living which we do not understand".

Roger Moody's elder brother reminds him of Mario Jurana who "walked out of the Amazonian forests on to a plane — something he had never seen before — and told anyone who would listen, on television and radio, about the corporate threats to his tribe". For it was not Jurana who seemed ill at ease, but the people he confronted. Similarly, Peter Moody, since their mother's death, has shared Roger's bohemian life-style in a variety of joint households of varying sizes and has travelled the world with his brother, who has found it exciting to see Peter coping better than he does. "On these journeys to strange lands, I feel I am accompanying someone truly indigenous to this earth", someone, that is, who uses a different kind of intelligence to cope with life.

Admirably, Roger describes how "I have seen Peter acclimatize almost immediately to a tent at a youth camp, an economy-class cabin on a cross-channel ferry, a crowded train travelling overnight to Cornwall, the floors of bare-furnished rooms — even to our two-day flight across time-zones to Australia in 1982. He does

this by being absolutely clear in his movements, what he wears and carries with him, and about his immediate needs. Within minutes he has located the toilets and the light switch, the hot water on the kettle, the coffee supply, the hunk of bread or slab of cheese."

Roger speculates continually about the rituals that govern Peter's life. They remind him of the customs of aboriginal people, serving to "fix" the individual in the complex and dangerous world. In Peter's case they are self-chosen, "pained through a tremendous amount of trial and error".

Yet he can bend and modify them under necessity, and does. But the objects he employs in a ritual fashion: the wind-up watch (he can't be bothered with the uncontrollable digital kind), the transistor tuned to Radio 1, the *Radio Times* with the horror movies ticked off, the diary, roll of Sellotape and batch of felt-tip pens, and the pint of Guinness every other night, are not magical, they are eminently usable. Roger speculates that "since these rituals clearly give Peter some autonomy that he couldn't have in an institution, are they a product of his libertarian environment, or are they something we all require, but which most of us are denied?"

Peter provides diary extracts, photo-captions

and his felt-pen equivalent of illuminated manuscripts, as well as a collection of his epigrams and sayings, and these lead to a reflection on the way he has spent a lifetime adding to his vocabulary, slowly and with infinite pains, since the "disproportion between effort and result must be enormous. Yet once learned, a term or phrase is never forgotten. He may forget how to spell it, but he'll always remember where he first wrote it down." All their friends delight in the verbal inventions, double meanings, onomatopoeia and alliteration which Peter so enjoys creating.

By now there is a wide and enlightened literature on Down's Syndrome. (Roger Moody unreservedly recommends C. B. Cunningham's *Down's Syndrome: An introduction for parents*, published by Souvenir Press in 1982.) But in all this library there can be no more intriguing, challenging and touching book than this. It takes its title from the fact that Peter Moody always replies to the question "Are you alright, Pete?" with the answer "No, I'm half left". Naturally it is a testament to brotherly love, but the insights provided by both brothers are owed, I am sure, to the fact that Roger, who could get high marks in any psychiatric or sociometric test of intelligence, adaptability or empathy, is an outsider too.

Quis inspectat?

A Special Correspondent offers his thoughts after a recent ILEA inspection, and wonders if they even got past the window-dressing

"The management are running around like headless chickens." They had been given plenty of warning that an inspection was coming, and the first signs of nervousness appeared about six months before the inspectors, some 25 of them, descended on the college. "Just carry on with your usual practice," we were told. In our own final departmental meeting the week before it began, "You've got nothing to worry about." No one believed that.

At the same meeting we were reminded that each subject head, section head and course tutor was being asked to prepare a statement on implementation of the authority's policy on multicultural education. Now we learned that these reports would be passed on to heads of department. The heads of department would use them to compile their own documents on the implementation of the policy, which would then be forwarded to the principal. He, in turn, would compile his report and, six or nine months later, this would be transmitted to the authority. Lecturers in computer studies, motor vehicle maintenance, physics, electrical engineering, law and accountancy would be racking their brains to discover a multicultural dimension to their subjects. In some cases, this might suggest ideas for improvement; overall it would probably result in the compilation of many pious fictions.

It seemed like an appropriate run-up to what was about to afflict us. One batch of inspectors had asked to be supplied, in advance, with a fair-sized dossier, giving schemes of work for the year for every class in their subject and copies of both mode III and national GCE syllabuses. The photocopier worked overtime and the lecturers concerned sat up nights compiling this material which was duly despatched in advance of the inspection. When the inspectors arrived, they

announced that they had not received it, so the whole operation was duplicated. The GCE syllabuses were available, published by the examining boards, in the library, and were presumably not voluntarily withheld from the inspectors.

No matter. These were minor irritations. More worrying was the question of what the inspection was intended to achieve. The more naive among the Other Ranks may have thought that they were the sole object of investigation and that failure to show an up-to-date record-of-work sheet or an acquaintance with current educational theory would result in instant dismissal. The hierarchy, of course, knew better. This inspection, like all reports, would lead ultimately to a bad. The college would be assessed, and the planning, but what if the plans had already been drawn up? Suppose the inspection was itself part of some grander design and intended to prove a conclusion that had already been reached — the transfer of all GCE work to a sixth form college, for example, or some sinister amalgamation? Perhaps the inspectors would be armed with their own hidden agenda.

They all bugged off at lunchtime, one of

my colleagues remarked when I arrived for my evening class on Day 1. "The whole thing's been a bit of damp squib." In fact, a few lonely inspectors had remained behind for evening classes and one or two lecturers had endured two inspections on the first day, in one case accompanied by the disturbing warning: "I shall be visiting you a lot." We had expected them to cluster like vultures in every corner of the building, but their presence was remarkably discreet and it was a couple of days before I made my first definite sighting, of a woman in pink coming out of a classroom with a briefcase.

This meant that at first I had to rely on others for direct observation of the behaviour of the inspectors. The inspectors, it appeared, all had their own pet obsessions: some with audiovisual aids, with student participation, practically all with multicultural education. There were those who liked to join in with the group and at least one who was not only unwilling to do so, but actually seemed frightened of talking to students. There was amusement of the class, while the MRO was running some slides.

The amount of attention given to different members of staff varied considerably. "Have you been seen before?" one inspector asked a science

department lecturer. "Yes," she replied. "I've had eight inspections." "No," the inspector insisted gravely. "The college is being inspected. This is a visit." "Well, I've had eight visits, then," the lecturer snapped back, not being in the mood for fine distinctions.

Then it was my turn ("tell him to bring a pillow", a friend remarked, unkindly). An inspection makes allies of those natural enemies on opposite sides of the class (the teacher one knows, and is better than the alien inspector one doesn't), and the event acquires an unwritten objective, shared by both sides: to get by without disasters. It is not that easy. Being inspected somehow inspires you to idiosyncrasy, fumbling and digressions. In mid-inspection, one of my students, struggling to answer what was probably a stupid question anyway, paused and proclaimed, with a note of touching concern: "I'm letting you down, aren't I, sir?" That's what I call a pleasure to teach.

Quis inspectat ipsos inspectores? The operation had been planned well in advance, on both sides, but appeared slightly haphazard. The inspectors' overriding concern seemed to be to have documentation that they could take away: they, too, had their reports to compile and, in six months' time, this paper evidence would be more reliable than subjective impressions gained from the back of a classroom, especially if one had nodded off during the lesson. No one who was being inspected pretended that they were continuing with normal practice, with schemes of work adjusted to fit changing circumstances, the occasional unprepared lesson, informal arrangements about cover, the *modus vivendi* painfully achieved with disruptive classes of engineers doing general studies. . . . "It will be like an early holiday when it's all over," a fellow-sufferer remarked, summing up everyone's feelings. "The rest of the term will be easy."

Transmitting culture

School Curriculum Planning (edited by Denis Lawton, Hodder and Stoughton, £4.95, 0 340 38249 X) is not about how the curriculum is planned in schools, but how it ought to be. Education is about transmitting culture, so you should study your culture in terms of its systems - socio-political, economic, communications, rationality, technology, morality, beliefs and aesthetics systems. All conventional subjects are relevant to one or more of these systems, and each school should plan its syllabuses so that the relationship between them is both balanced and evident.

You can leaf through this book and get an idea of its structure and argument without immediate recourse to a dictionary, but despite the clarity of construction, there are gaps. What's not considered is the question of which cultural unity within any society is possible anyway. Rex Gibson (Critical Theory and Education, Hodder and Stoughton, £6.95, 0 340 39515 X) thinks it isn't. He believes that a society's culture is the culture of its dominant elite, a culture which most people have imposed on them. No facts are value free, because all knowledge is constructed in the interests of the powerful. What education should be about therefore is not transmitting culture wholesale, but identifying the conflicting interests within it. It's only by becoming aware of the forces which are controlling them that people can become free.

It's a pity that these ideas are not easier to extract; instead, the inaccessible title seems to cast confusion over the whole book. If you don't know what critical theory is to begin with, it's quite likely that you still won't know after reading the book, despite the author's declared intention to explain it. His belief in the importance of the dominant culture, and his criticism of "neologisms" (newly coined words) is belied by some of his own language. To



"Felicity had reserved a somewhat less than lukewarm reception for her social worker." From *Judiths in the Quaints*, Glen Baxter's latest collection of drawings and short stories (Jonathan Cape £7.95).

be fair, he takes pains to explain critical theory's jargon: "critical theorists do not read books, they 'interrogate' texts; men and women are not persons but 'subjects'; a school (or family) is a 'site' or 'terrain', usually of 'struggle'." Nevertheless, even if you have been told what, for example, hermeneutics is, it's difficult to take it on board immediately. If this book is aimed at the unconverted rather than the converted, it's unfortunately going to miss its mark.

So, also unfortunately, is *The Culture Concept in Educational Studies* (by Neil Burtonwood, NFER-Nelson, £13.95, 0 7005 10168). Even if they have read through the whole book, most classroom teachers are still going to be brought up short in the concluding chapter by the reference to "A critical and culturally transformative curriculum derived from Popper's fallibilist epistemology." But Neil Burtonwood's points are worth making. He believes that cultural norms are not absolute, and education should help prevent people from taking them as such. As Kipling rather unexpectedly knew, though he put it more

succinctly, there are nine and sixty ways of constructing tribal laws, and every single one of them is right. The relevance for education is that multi-cultural education is necessary, indeed particularly necessary, for areas where there are few people from ethnic minorities, in order to combat the ethnocentrism of traditional educational values. This relativist, pluralist position goes further than Denis Lawton's cultural analysis in *School Curriculum Planning*, and says that you should not just analyse the prevailing culture for transmission through education; you should look at other cultures, so children can learn from them all.

Roger J. Williams (Rethinking Education, Philosophical Library NY \$15, 8022 2500 4) seems to have something of the same idea in his notion of a humour contest between critical theory's Russian and Chinese communists trying to make their opponents laugh themselves under the table. And his idea of "unified world-knowledge" might also be seen as multiculturalism, but it's all couched in such woolly philosophy ("the Grand Scheme of Nature") and wide-ranging rhetorical questions ("Does psychology have anything to do with war?") that you'd be unwise to change your pounds into dollars for this one.

The development of the *Secondary Curriculum* (edited by Michael H. Price, Croom Helm, £19.95, 0 7099 4006 8) is a subject by subject historical account, showing how we got to the point of teaching what we teach today, with an emphasis on the academic secondary school curriculum. The *New Examination System - GCSE* (by Walter Roy, Croom Helm, £16.95, 0 7099 4217 6) is a thorough and useful account of the mechanics and implications of GCSE, which emphasizes the under-publicized and under-estimated increase in teachers' responsibility, both for examining and for developing the curriculum, which will be involved.

Jessica Saraga

Conflicts of thought

Faber Student Guides:
Emily Dickinson. By John Robinson. 0 571 13943 4.
Edward Thomas. By Stan Smith. 13942 6.
Seamus Heaney. By Nell Corcoran. 13955 8.
Faber and Faber £3.95 each.

John Lucas, the general editor of this attractive new series, writes of "texts without which there would be no criticism". But this is not, as much current critical practice might assert, to publish a warning that the reader is about to enter an idea-free zone. Close reading and intelligent and perceptive reaction to the language of poetry

brings all three books, but the conflicts of thought and feeling which underlie the poems are not neglected. John Robinson resists the portmanteau of Emily Dickinson as either spinsterish reclusive writing a "letter to the world" or as proleptic feminist whose masculine pronouns are but splintered parts of a complex female self. He unpacks the philosophy of her characteristic ellipses to reveal a clash of the traditions of Puritanism and Emersonian romanticism. Calvin bequeathed her a world of signs needing to be read, although she chose to omit Sin and Satan; but while Emerson helped her in her resistance to orthodoxy, she none the less saw mystery rather than harmony behind the world of appearances. Even in a worldly Eden she didn't forget the "narrow fellow in the grass". Robinson expounds these and other more complex notions without forgetting they are embodied in poems which celebrate "ceremonies of language".

Stan Smith devotes considerable space to Edward Thomas's prose writings, often dismissed as hack-work preceding his extraordinary late poetic flowering. The book presents a Thomas whose ambiguity of attitude, as a Welshman born in a London suburb and a radical critic of nostalgic ruralism, were worked out during the

political and social conflicts accompanying the strange death of Liberal England. In particular, Smith sees Thomas's irony and rueful resignation, that sense of himself as "a superfluous man", as the source of the perpetually delayed crisis which defines his distastefully modern sensibility. Readers of Thomas's poems are shares in a process, not witnesses of a result. In the voice of the poems, rich in dialogue and common speech, links the personal to the historical by displaying the democratic possibilities stored in a common language. In such "a language not to be betrayed", symbols are secretive rather than esoteric; hence their power.

Avoiding a merely private symbolism (which Thomas saw as one of Yeats's temptations) has been an element in Seamus Heaney's successful transformations of style. Nell Corcoran is alert to the many parallels between Ireland north and south, between the worlds of physical and mental work, between the insistent demands of art and citizenship. Like Stephen Dedalus, Heaney has been painfully aware of how language can be both humiliation and weapon. His use of masks and dramatic postures inevitably recalls that of Yeats; Corcoran's book is useful for the elegant he brings to Heaney's densely allusive vein of self-commentary. Robert Lowell forced the sunnier on diverse personal and political facts; under his influence Heaney has tried to do so with the forms of the English lyric. Corcoran isn't always convinced of his success but he is alive to Heaney's skill and determination as "I sit weighing... / my moral trisula". And, with his subject still in middle age, he's rightly inconclusive. These books don't offer soap judgements; they are subordinate to the poems they interpret as the poems are to the language they serve.

Tom Deveson

Pete's inside story

The Bog Man and the Archaeology of People. By Don Brothwell. £5.95; The Sutton Hoo Ship Burial. By Angela Care Evans. £5.50; Greek and Roman Life. By Ian Jenkins. £4.95; Egyptian Life. By Miriam Stead. £4.95.
British Museum Publications 0 7141 1384 0/0544 9/2041 3/2040 5.
Exploring History: Ancient Egyptians. By Tony D. Briggs.
Oliver & Boyd £2.10, 0 05 003735 8.

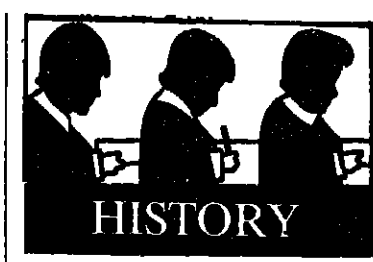
Four glamorous paperbacks offer British Museum customers useful background to the collections as well as desirable souvenirs. More generally, they make reliable popular introductions to some highly teachable topics, and they tell good detective stories. The BM is our richest treasury of exciting clues to the past. Here, some are reproduced in stunning colour and vivid detail, and their mysteries are explained.

Lindow Man, Pete Marsh to his friends, is the BM's current star attraction. He is the starting point for a particularly fascinating and gruesome detective story, an extended post-mortem that investigates the more intimate details of Pete's inside along with those of various other corpses lingering all over the world in various states of decay and desiccation. Tatty fragments of flesh, gut and bone yield information on diet, life-style, disease, environment, and on social, religious and judicial practices. The snag is that, as all good woodnits, much depends

on the time of death. As, in Pete's case, experts differ over this by some 900 years, we are left with much valuable evidence in search of a good chronological home.

Forty years ago the BM's prize exhibit was the Sutton Hoo treasure, linked with the case of the missing corpse. Detective work has continued steadily since. Bruce-Mitford's *Provisional Guide* came out first in 1947; revised impressions and new editions chronicled the steady progress of investigation and revision. The marvels of craftsmanship remained constant, but reconstructions and interpretations changed. The harp became a lyre, the helmet changed shape, the great drinking-horns shrank, and a clutch of maplewood bottles appeared. The *Guide* wondered first why there was no body, later whether there had been one after all. Now Angela Evans's new handbook explains why the body left no trace. Just who he was depends on reinterpretation of the intriguing hoard of 37 coins and three blanks in their magnificent purse. The handbook omits the earlier detailed explanation and illustration of the coins, while Bruce-Mitford's informative footnotes and references that set the finds in broader context are also missing; but Angela Evans recounts splendidly the tale of excavation and reinterpretation.

Two additions to the museum's colourful companions to the display galleries illustrate everyday life in the ancient world. Each has much enjoy-



HISTORY

able detail: how Egyptians soaked themselves in perfume, or Greek infants sat on potties. Miriam Stead's task is in some ways the easier, for she has exuberant and intimate wall-paintings to draw on as well as much surviving furniture and equipment. Greeks and Romans, less enthusiastic about continuing their home surroundings into the after-life, have left Ian Jenkins rather starker evidence. *Ancient Egyptians*, aiming at secondary classes, cannot match the BM's colour. But Tony Briggs has his own first-class evidence. The Middle Kingdom magnate Meketre crumpled 24 doll-house models into his tomb, and now they are shared between Cairo and New York. A host of lively figures illustrate the busy life of a large estate. The *Exploring History* format makes Egypt look and sound rather dreary, but Meketre-Re's little people should spark off all sorts of imaginative work and send children off to seek the real thing in the nearest museum.

Tom Corfe

Perspectives

Henry VII. By Alexander Grant. 0 416 31330 5. Restoration England. By Robert M. W. Lee. 37630 4.
Methuen £1.75 each.
The Tudor Parliaments. By Michael A. R. Graves.
Longman £5.50, 0 582 49190 8.
Restoration England: The Reign of Charles II. By John Miller.
Longman £2.25.

Perspective changes history: it all depends where you stand. The old Whig view stood, as its exponents thought, at the summit of a long parliamentary climb. The reign of Charles II had to have been more constitutional than that of his father. If the Commons were strong enough to challenge Charles I in 1640, they had to have been gathering strength since Tudor times. Even Henry VII was dragged into the act, with his cast of "new men" ready to rehearse crucial roles in opposition. Forced into prominence by the Henrician Reformation, through confronting Queen Elizabeth with assertive insistence on privilege, by the turn of the 17th century the Commons were on a "high road to civil war".

But Revisionism changed all that. Henry VII was tacked back on to the Middle Ages. The Tudor Commons were found to have been subservient to the Lords, and the aims of its famous Elizabethan pressure group, the "Puritan choir" turned out to coincide with those of the Privy Council anyway. Then Professor Conrad Russell told us the apparently increasing importance of the Commons around the turn of the century was just the result of the suddenly increasing wealth of evidence



Henry VII they left as they began to keep detailed journals. The crisis of 1640-42 was down to personal clashes; the restoration of royal power was impaired not at all. You began to wonder if the Civil War had ever happened.

The best thing for students about all of these books is their clear standpoint within the framework of these shifting perspectives. On the whole, they incline to Revisionism, though clearly in the knowledge that in some quarters, Revisionism is itself being revised. Alexander Grant sees Henry VII as the first modern monarch, more significantly different from Edward IV than he was from his Tudor successors. He couldn't do without the nobility, but he allowed them to decline numerically and kept a strict control over them by extracting recognizances for large sums for good behaviour. His reign

was an administrative triumph, and a royal one; parliament was not yet in the running.

According to Michael A. R. Graves, it never did get much into the running in the 16th century, at least not in terms of challenging the monarch. What it did do, with the religious changes of the 1530s, was become omnipotent; there was nothing, now, that its statutes could not do, though chance, as successive Houses of Commons stumbling hard against the Royal Prerogative found to their cost, would be a fine thing. But the essential consensus, in Tudor times, remained.

It reappeared in the Restoration. Both books on the reign of Charles II emphasize the deeply conservative nature of Restoration England. Religious enthusiasm was regarded with appalled distaste, though to the distress of Catholic and Dissenter alike, neither reaction, materialism nor rationalism had led to toleration. The Church of England and the Tory party began their long embrace. The Good Old Cause became merely minority nostalgia; Royal government between 1680 and 1685 was the most authoritarian of the century. The only winners apart from the King, who never had to go on his travels again, were the propertied classes, whether Whig or Tory. They benefited, as Robert Bils points out, not just from the restoration of the traditional social and political hierarchy, but from the shift in taxation, with the development of the customs and excise, from land to trade.

All of these books will be useful. John Miller's "Seminar Study" has the advantage of a documentary section. The two Methuen "Lancaster pamphlets", with their lucid 50 pages, will gladden most A level hearts.

Jessica Saraga

CHILDREN'S LITERATURE

Rachel. By Ivan Southall.
Angus and Robertson £6.95, 0 207 15351 5.

Rachel is not raped but the shadows are there. Indeed shadows and darkness are fixations in Rachel; most of the action taking place at night in the isolated mining community near Ballarat, in Australia. Mine shafts skewer the hillsides and children are warned not to venture near the tree-ridden spot. Rachel in her terror

flee from a mob of boys into this Devil's Hot Pot, where the imagination breeds forests of ghastly figures, and hears the padding prow of the Tantanoola Tiger.

Ivan Southall makes no compromises in his writing for children. The reader is faced with the daunting task of coping with experiences real and imagined, that plumb the depths of children's fears.

Southall smashes Eddie's manliness, his false bravado and turns him into a whimpering victim of indecision. Eddie's fear is not only that he will be sucked down the mineshaft with sand and rubble roaring beside and above him, but that he will be beaten within an inch of his life by a violent father. What both children fail to fear is their childhood innocence. They are unpre-

pared for the misconception that adults place on their exploits and to the end are shadowed by an unknown - which is growing up.

The style of Rachel is tough, few words of delicacy soften the writing. There is a catalogue of distress in the sparse and anxiety-ridden pages. Viewing these, fears adults can acknowledge the anguish of childhood, from full physical danger to the squirming embarrassment of a parent publicly addressing friends and neighbours. For children the story is a compound of all dreaded experiences, painted with a powerful pen and placed in a landscape of rubble, pits and shadow, peopled by adults who have failed, both themselves and their children.

Amanda Swaney

All in a day

A Day That Made History: Pearl Harbour. By Nathaniel Harris. 0 8521 9666 5. The July Plot. By Nigel Richardson. 0 8521 9672 5.
Dryad Press £7.50 each.

The first of these Days That Made History, December 7, 1941 saw the triumph (soon to ring hollow) of one fanatically militaristic oligarchy, the Japanese. The second, July 20, 1944 signalled the final ruin (and to a large extent extermination) of an equally entrenched and dominant military caste, the Prussian/German.

The layout is similar in both books: a first section gives a graphic, sometimes minute-by-minute account of the day's actual "events"; a second provides a more general "investigation" into the long trail of cause and effect that culminated in these climactic happenings. There is an illustration on every other page.

The attack on Pearl Harbour seemed at the time a crushingly successful (albeit treacherous) coup. However, of the eight American battleships sunk or damaged, only two were permanently lost to the US navy. Moreover, Admiral Nagumo had failed to destroy or neutralize the American carriers, providentially away from base at the time. Astonished that his task force had escaped unscathed from a venture he had been diffident about undertaking in the first place, he was disinclined to risk his loss-free record, searching for them thereafter. It was a fatal negligence; for the retrieved carriers were, six months later, to exact a devastating revenge for Roosevelt's "date that will live in infamy". Midway, where the imperial navy lost all the carriers that had spearheaded the attack on Pearl, was, without a doubt, the decisive air-sea battle of the war.

At Rastenburg, Hitler was saved from death or serious injury by an



Gas masks in cardboard boxes accessories for a stroll along Bond Street in 1939. From *Clothes*, one of the latest titles in Penny Marshall's *The Camera As Witness* series (Macdonald £5.95).

aid's casually moving away Stauffenberg's bomb-loaded briefcase only minutes before it exploded: a thick oak table shielded him from the blast that killed others only feet away. The July Plot gave him the occasion for one last orgy of vindictiveness against the Junker cadres whose support had been so critical in his consolidation of power.

Both Nathaniel Harris, the deviser of this series, and Nigel Richardson paint in the foreground and background of these momentous single days with concise and accurate vigour.

Martin Fagg

Dip in

Coursework Studies: British Social and Economic History. By Simon Barber. Cygnus Books, Box 7, Uttoxeter, Suffolk, ST14 5LU. £2.50.

This book has been produced with GCSE requirements in mind. It provides a varied mixture of content, documents and questions which should enable the teacher tackling the syllabus in question to begin coursework practice almost immediately.

Six sections cover Textiles, Agriculture, Pottery, Poverty, Health and Trade Unions. Each chapter is split into four sections: Context, Biography, Documents and "In Depth". The

questions (they appear in all but the biography sections) encompass all the historical skills demanded by the new examination and are structured well enough for the teacher to decide which pupils can cope with which bits.

Although the book does have a variety of types of evidence, it is heavily dependent on the written word and the documents are all very long and many of them complicated in structure. This will make them inaccessible to students of lower than grades A-C potential. But it is after all a book that is meant to tempt the student to dip a toe into the water rather than to wade in, and we are promised a teachers' assessment guide to follow. This should help us to make more of what in any case will be an extremely useful book.

Larry Hartley

THE TIMES CONCISE ATLAS OF WORLD HISTORY

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The Guardian

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TIMES BOOKS



A way of life

The Victorian Countryside. Edited by G. E. Mingay.
Routledge and Kegan Paul. Volume 1 £10.95, 0 7102 0884 7. Volume 2 £10.95, 0 7102 0885 5.

Professor Mingay's monumental symposium on the Victorian rural scene will prove invaluable to students of the period, as well as to the general reader wishing to be informed on particular features of it. A variety of contributors discuss differing aspects of this transitional time, when industrial development and improved communications transformed, though not completely, the traditional English countryside and the way of life. He was no longer isolated as he was in 1837, when the journey from London to Edinburgh took two days by the fastest coach as compared with eight and a half hours by train in 1900. He was better informed too, when rail traffic moved post and newspapers, and when, by 1880, 20,000 carriers were in business, spreading news as well as goods in rural areas, and creating a new and critical class-consciousness.

There are fascinating chapters on the Victorian portrayal of the land in literature and art. Trollope and Hardy are contrasted, the latter's Wessex being considered a microcosm of 19th century rural life, so aptly depicted also in the character sketches that informed countryman Richard Jefferies, and in the differing styles of

Constable and the pre-Raphaelites. Against this background, no aspect of life in a rural community, whether aristocratic, professional or working class, is omitted. The labour required in pre-mechanized farming was reduced by 25 per cent when the steam plough and threshing machine replaced the horse and the flail, and the social status of the farmer was diminished as the power of his workers improved when they banded themselves together in their new unions. As mechanization reduced the importance of the crafts of the blacksmith, farrier and wheelwright, so by 1900 cottage industries such as weaving, glove making and straw plaiting had almost disappeared. Thanks to the Education Acts dating from 1870, children of five were no longer sent to special "craft schools" to learn a trade under brutal and insanitary conditions, or 10-year-old boys left isolated in fields from daybreak till dusk bird-scaring. Home after this could be a cottage with rotting thatch and a trodden earth floor, but model villages showed the way, and the century ended on a note of hope.

Mention must be made of the many apt illustrations and the exhaustive bibliography, both of which add immeasurably to the worth of these books. It is doubtful, however, if the paperback format is sufficiently durable for such considerable works of reference.

Eric Church

(£3.95 0 17 439136 6).
The Happy Christmas Book by Alison Sage and Helen Wile, referred to in our "Christmas Fare" article on November 14, is published in hardback by A & C Black (£4.95) and in paperback by Scholastic (£1.95).

The Let's Discuss series, reviewed on November 14, is published by Wayland and not as stated in the text of our review (£5.50 each).

The 1986 Emil/Kurt Mascher Award for a children's book in which both text and illustration are excellent, has been won by Janet and Allan Alberg for their ingenious picture book containing "real" movies from fictional characters. *The Jolly Postman* (Heinemann £5.95).

In Spain by Catherine Doll, reviewed in *The TES* on October 31, is published by Thomas Nelson, and not as stated

Coded defiance

The Hip: Hipsters, Jazz and the Beat Generation. By Roy Carr, Brian Case and Fred Dellar.
Faber £8.95, 0 571 13809 8.

The Coolest Man in the World was in London a week or two back. For the better part of four decades Miles Dewey Davis has been the cutting edge of hip. As trumpeter, dresser, boxer, he's always been just a stride or two ahead of the game.

These days the strides are billowy harem pants, Carr, Case and Dellar reprint as old press release in which we're promised a cutaway jacket and six-inch wide pants when the trumpet eventually takes the stage; clearly in 1959 that was some pretty heavy trousers.

These days, he's almost expansive, and even gives interviews. Time was - cutaway jackets and peg pants or not - when he was rather apt not to bother taking the stage at all; if he did, he was likely to play with his back to the audience. More recently, he's into scaring the girls in the front row with the Prince of Darkness act. Either way, they lap it up, exactly the kind of stuff they turn out to see.

Hip, if it's anything, is a deliberately coded defiance of all the rules and norms. Not even the Pentagon changes the codes more often and with the same motives confounding the straight world. Norman Mailer once published a two-column list of all the things and people that were "hip" and "square".

Apart from being out of date almost before he got it down, it made the fatal mistake of saying (and saying it intelligently) the unsayable. It got a shade silly when he got as far as Newton (shrewdly vague); it got rather worrying (treacherous) when it said that personal "enemies" were to be "to be a no-no. Razors and chains were in bombs, out; it all makes John Blake's



Miles Davis.

weekly roundup of ins and outs in the *Daily Mirror* positively comely.

Like any true hipster (and he may be the only true hipster left), Miles Davis has lived out a continuous flouting of the rules. There have been the inevitable drugs and guns, skirmishes with the law, sinister posturings. These days, though, there are signs of change in the impetuous armour. Finally, he's taken to explaining himself and

occasionally, sending himself up (like the notorious walk-on in *Miami Vice*, where he played a pimp).

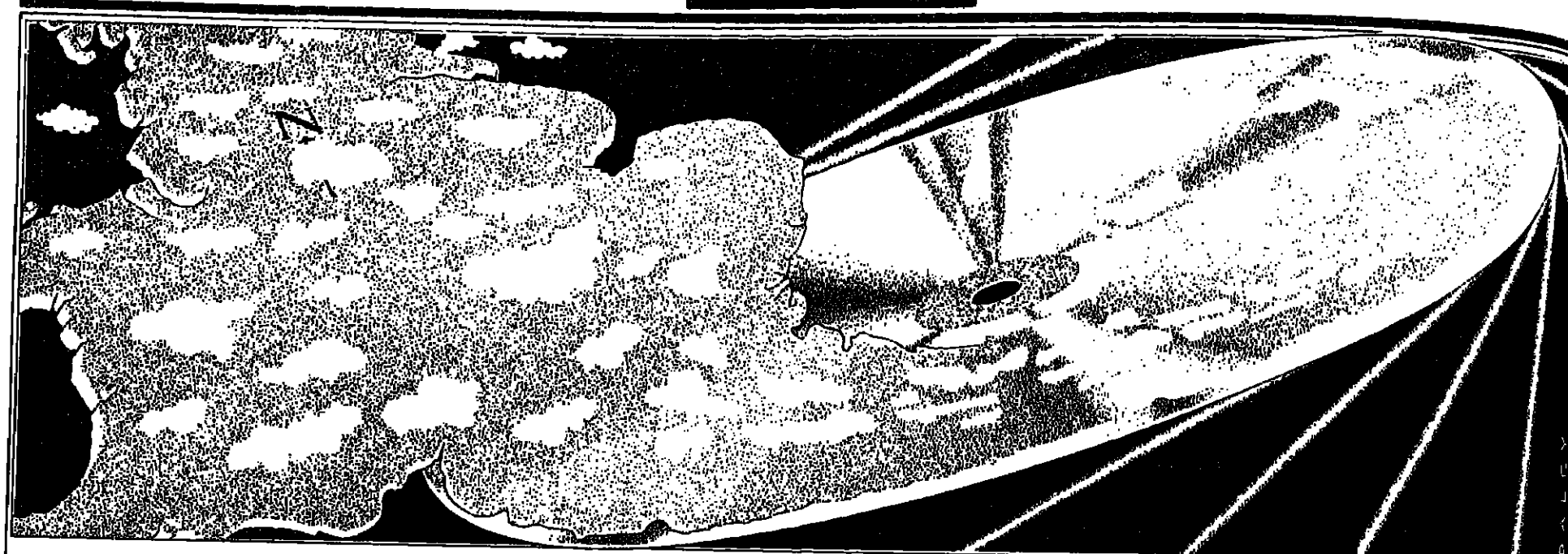
Miles is a survivor who has prevailed. Others have just survived. Carr, Case and Dellar have produced one of those books (like Kenneth Anger's *Hollywood Babylon*) whose chief attraction is the contemplation of others' downfall. Their cover shows a famous shot of another trumpet and famous shot of another trumpet, recent London visitor, Chas Baker, looking good enough in 1953 to sell jeans. Baker's stint at Ronnie Scott's club earlier this year showed a man with a trace and a body like a government health warning. But at least he and Miles are still blowing their horns, even if no longer young men.

It was the writers of the Beat Generation, Kerouac, John Clellon Holmes and others, together with performers like Muri Sahl and Lenny Bruce, who established the ground-rules of Hip. Nowadays, it all sounds a bit like *Five Go Mad on Mezzanine*. The *Hip* is written in full-blooded pastiche and is, presumably, tongue in cheek; as entertainment it works well. You can't, surely, write "grams with gams" in 1986 and mean it?

It's all got very fashionable again. *Absolute Beginners* reinforced a positive regression to the music, attitudes and styles of the Fifties. Before that, we had erstwhile rock star Joe Jackson mimicking Sonny Rollins Blue Note covers; and we had Sade, a latter-day version of the torchy "sham-ooz" figures recalled in Dennis Potter's over-the-top *The Singing Detective*.

Definitions are not forthcoming. Hip was very much about what didn't get said. One anonymous source, quoted here complains that even after a two and a half years on Miles Davis's payroll he couldn't even understand the hand signals. With hip, it's the old story; if you have to ask, you probably aren't.

Jim Weir



Optical reflections

This week the BBC launched its much heralded Domesday Discs and the new player which runs them. In the first of two articles, Barry Fox unravels the technology behind this modern day Domesday Book.

This week a new term has been added to the over-crowded vocabulary of optical discs and interactive video. LV-ROM stands for LaserVision Read Only Memory, and is the new "Advanced Interactive Video" format specially created by Philips and the BBC for the Domesday Project.

Next week we will report on how the Domesday system works in practice, and whether it will - as the project team suggests - create a new standard for interactive video which attracts both school users and programme providers. This week we will look at the interactive technology which underlies the Domesday Discs and the special hardware which is required to run them.

Interactive video has been slow to take off because the computer industry has no common standards and an interactive programme produced for one computer system will not run on another. There is also a basic difference between videodiscs made for Europe (with PAL/SECAM television standards) and America (with NTSC). The nearest thing to standardization so far is the Teletape/Videodisc system which bridges incompatibility gaps and makes an IBM PC capable of running just about any interactive programme on optical disc. So the BBC and Philips will have a tough job selling Domesday outside schools so long as it is locked into the Acorn/BBC micro mould and won't work with an IBM PC.

However, one thing is sure. Schools can safely forget about VHD, the videodisc system which Thorn-EMI adopted from the Japanese. It relies on physical contact between disc and stylus and is now used mainly for video juke boxes. The future of interactive video relies on optical discs as developed by Philips of Holland.

The advantages of optical discs are

their very high density (a lot of information can be stored on a small disc) and their permanence (the information stays there, when the power goes off and when you press the record or erase button by mistake). All optical storage - whether for hi-fi, audio, colour stills, moving video, text, maps or computer programs, stems from the same origin, videodisc. The signals are recorded as pits arranged in a spiral track on the surface of a reflective disc. As the disc rotates, the spiral track is scanned by a finely-focused laser beam, which is reflected by the disc surface on to a photo-electronic sensor. The pits can carry either moving video (in an analogue waveform) or digital audio, text, graphics, still pictures, or computer programs (in digital pulses). The discs are mass produced by replication.

An ordinary videodisc has one disadvantage - a 30cm disc can only play for 30 minutes per disc, because of the way it works. The disc rotates at a constant speed of 1,500rpm (in Europe) to match the television frame rate of 25Hz. This spreads the recording unevenly over the disc, because the turns near the outer edge are longer than at the centre. This fixed speed technique is called Constant Angular Velocity (CAV). Its advantage is that because one TV picture is recorded per revolution of the disc, special effects like freeze frame are easily achieved.

The shortage of playing time can be circumvented, however, by a different technique called Constant Linear Velocity (CLV), which doubles the playing time. It is this technique which is used to cram over an hour of digital audio on to a 12cm compact disc. The disc is rotated at a speed which varies continually to keep the tracking velocity constant.

Any optical videodisc player can cope with both types of disc, by

Domesday Discs (LV-ROM):
324 Mbytes of digital data, 54,000 analogue video frames.
BBC Master AIV Micro:
128 Kbytes of memory, turbo coprocessor, internal small computer systems interface, trackerball, video filing system ROM.
BBC AIV VPA15 LaserVision Player
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switching automatically without the user even knowing. But interactive video relies on CAV to give searching, freeze frame, slow and fast motion under computer control.

Domesday blends videodisc and compact disc technology. At first sight this looks like a nice idea. All compact discs work on the CLV principle which crams more onto the disc, and there is a single world standard. But unfortunately the CLV format creates problems when compact disc is used to carry non-audio data.

The speed at which a compact disc rotates (500rpm max) is simply not fast enough to store moving video in digital code. To store video on a compact disc, it must work like a videodisc with analogue signals - this can reintroduce the barrier of television standards. Also the video playing time is short - less than 10 minutes per disc, because the disc has to rotate much faster than a conventional one-hour compact disc. And, most important, the compact disc technology was not ready for the Domesday schedule. It is still being developed.

It is only within the last two years that Philips (and co-developer Sony) modified compact disc to store compu-

ter programs, text and graphics instead of music. The disc serves as a giant computer memory of the "Read Only" type. Hence the term CD-ROM, but this raises other problems.

The difficulty with CD-ROM is in rapidly accessing individual chunks of data or pages of text from a CLV disc. Although each block of digits on a CD-ROM is unambiguously identified by a label, all the blocks on the disc are arranged one after the other along the spiral of pits, like the hi-fi stereo on an audio compact disc. This spiral would normally take an hour to read. The CD-ROM player skips the laser across the disc, sampling brief snatches of data (like a music disc in fast search mode) until it finds the right label. This can take up to two seconds, and on average one second, which is agonizingly slow by computer standards.

Computers can search through a magnetic disc much faster because it rotates at constant speed, like a CAV videodisc. So the information stored sectors which are much easier for the computer to find.

CD-ROM has not taken off commercially, because there has been no agreed standard. The personal computer industry is still trying to agree one. But there is another compact disc technology which already looks set to overtake Domesday. This is the Philips Sony Compact Disc Interactive (CDI), which rigidly defines a system for an infinitely flexible mix of music, still pictures, text, graphics and computer programs on a compact disc. It also rigidly defines the player which will handle the discs. It will contain a computer and television set, and will be controlled by a program on the disc and a mouse or similar simple commander plugged into the back. Similar and compatible players will

in future be able to cope with CD Video, a new form of compact disc which will store a few minutes of moving video (in analogue form) as well as digital text, music, graphics and so on. CD Video and CD Interactive players will not be available until next year or 1988, but when the latter is launched it looks like being the ultimate interactive video tool. And a single player could be designed to cope with any compact disc - audio, videodisc, interactive, perhaps even CD-ROM - if the computer industry can get its act together.

In short, CD Interactive is the light at the end of the tunnel for an interactive programming which does not rely on large quantities of moving video. Very probably these could be sourced from a LaserVision player hooked into the CDI system. None of which looks good for Acorn or IBM-based systems.

To make Domesday work with available technology, Philips and the BBC have had to come up with LV-ROM, which is a kind of compromise between the existing LaserVision disc and compact disc technologies. The discs are a hybrid cross between LaserVision videodisc, compact disc and CD-ROM with its giant computer memory. Digital data, like that recorded on a compact disc or CD-ROM, is slotted into the recorded signal below the analogue video. The digital data programs the Acorn computer and supplies the text and graphics which are merged on screen with analogue colour stills and moving picture sequences.

Next week Barry Fox will look at the Domesday system in practice, and whether the project can be adapted for release on Compact Disc Interactive when it becomes available.

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Learn to Spell Price £4.75

Both Ladybird publications, distributed by Michael Stamford Ltd, Murdoch Road, Bicester, Ox46 7RH.

The Bron Wordbuilder is a red plastic board about the size of a miniature camera, with a "window" through which individual words can be read. The words, based on phonically regular patterns, are written on rolls of untearable paper which are inserted into the machine like rolls of film, and are two boxes of words which together cover roughly 2,000 words, and the

system includes a word recognition test, a range of further teaching activities and work cards.

The wordbuilder is, therefore, not intended to be used in isolation, but most of the additional activities have no connection with the machine at all, and do not compensate for the basic constraints of an approach which, from beginning to end, limits a child to reading one word at a time.

This is an objection which goes beyond both the debate on the usefulness of phonics and the publishers' contention that children should study the structure of words. There are many more imaginative ways of meeting both of these requirements on the market - for example, in Lyn Ward's *Pictograms* or the *Breakthrough Literacy* materials - and the concentration on untearable lists of words shown that it helped children who were otherwise unable to learn. Neither the publisher nor the author attempts this

and, until they do, their machine cannot be recommended, especially at the price.

The main advantage of the two Ladybird kits lies in their use of lower-case letters. This may dissuade some parents from teaching children to write in capitals, although it will have been better still if the starting point for each letter had been clearly indicated.

The packs' formats - for the alphabet, a plastic "play sheet" and for spelling, plastic-coated cards containing simple but generally unconnected words - suggest that they are unlikely to be used in schools, while the alphabet play sheet for a pre-reading activity. The crayons supplied with the sheet did not write very clearly, and erasing writing from the spelling cards could be a messy business if not very thoroughly done.

John Bald

Back in time

Hugh David on a television series which looks at the way Domesday affected the English countryside and the people who lived in it

Domesday
BBC1, Sundays 5.10pm.

Even a specialist might well agree that we have seen, read and heard enough about the novocentenary of William the Conqueror's great "Domesday" Survey to last us the next 900 years. There have been exhibitions and pageants in all parts of the country, while at least one of the shelf-load of instant, commemorative books is already on the cut-price remaindered pile.

Not a bit of it. With only weeks to go before the year ends, the BBC - normally so hot on anniversaries - has come up with a television series called *Domesday*. But, although it is nominally linked to the celebrations, the series goes very much further than a mere rehashing of all the now-familiar facts. Written and presented by Michael Wood (who is also responsible for the accompanying book), it attempts to place the Domesday Book both in its own time and within the wider context of English history.

A sequence from last Sunday's in-

troductory programme graphically illustrated this approach. Apparently at random, Wood selected the entry for one small Buckinghamshire village from the packed columns of the original book. A collage of shots showed it still to be essentially the same place... but then the camera pulled back to reveal that in recent years it has been almost surrounded by the airport-terminal architecture of Milton Keynes. A rather tricky television moment, maybe (and there were several more in that one programme); but it served to introduce Wood's main argument that the Domesday Book is still affecting our lives today.

A lively, intelligent and - as he demonstrated in his two previous series, *In Search of the Dark Ages* and

In Search of the Trojan War - a remarkably well-informed presenter, Michael Wood is at his best with this kind of thing. He knows his subject, and one glance at the more academic book of the series makes clear (BBC Publications, £12.95), but he also knows how to present it as challenging and entertaining television.

This Sunday, the general introduction out of the way, he and the series get down to real work with an exploration of the way in which Domesday affected the countryside and the people who lived and continue to live in it. Subsequent programmes look at towns (why is there no mention of London in the Domesday Book?), rulers and the nation as a whole. Highly recommended.

It's a man's world

Jessica Saraga on a series which sets out to change it

SCHOOLS TELEVISION
Equal People
BBC2, Mondays 12.08, repeated
Wednesdays 11.40am.

"It's a man's world, we're gonna change it, it's a man's world, gonna change it..." The theme song, one of the many good things about this series, which is about the various ways sexism affects teenagers. In some schools this issue has been a concern for years, but it's still worth producing material to start the ball rolling where it needs a nudge.

But the first two programmes ran up against a predictable difficulty. If you accept that the reason for making programmes about sexism is that it is a man's world, and that in a man's world it's going to be girls who suffer; if you accept that the one thing girls suffer from as a group is stereotyping; if you then go on to assess girls' needs in

terms of their being passive, overlooked, more verbal, more ready to express their feelings, less disruptive, less serious about snooker, or whatever else, you are in danger of seeming illogical. Isn't this stereotyping too?

Are there good and bad ways of stereotyping? Does it make a difference if the stereotypical behaviour results from nature or nurture? None of this is tackled head-on; girls are presented as different, but the whole concept of being different but equal, rather than different but unequal, is never really confronted.

The use of role-play to illustrate patterns of behaviour could be another difficulty. "Does this happen in your school?" asks a voice-over. "Do boys take over the playground and field? Do girls have to take refuge where they can?" However convincing the role-play, there's scope for an awful lot of complacency and denial. But perhaps it's only those of us who are perennially

arguing the programmes' points with the unconverted who see these drawbacks.

The unconverted are also represented. "Women are not dumbable," pontificates some man or other; "Women don't like being with other women." Belying his words are the female darts team, mother and toddler child, and the immensely popular girls' only nights at the youth club.

Even at seven the younger male generation has equally entrenched attitudes. "Why don't you like girls?" "Because they're sissies." But some thoughtful teenagers of both sexes swap ideas about roles and pressures. Thought doesn't always breed hope. Will men's attitudes ever change? "They can be educated out of it," a girl insists. "But I really can't see it ever happening. Mind you, I'm a bit of a pessimist anyway." Let's hope the series she's in will breed more optimism all round.

inner-city children to whom the countryside meant more than cows' udders and the lack of junk-food stores. Maybe, however, there will be a transformation and the present eight will develop some appreciation of life beyond the M25. In later programmes in the series they visit farms and gymkhanas and work out in the open.

At the moment, though, such a transformation seems unlikely, for, as many teachers will have recognized, the expedition gave every sign of being doomed from the start: the Rousseaueque liberalism had also affected Chris, the youth leader. His inability to instil any form of discipline inevitably resulted in his having to erect all the tents single-handed, and even as he put it to dig "the bog". To anyone with the very briefest experience of school journeys, his plaintive cry, as the children hared off in all directions, will have been one of the saddest sounds of the week.

Ghostly secrets

David Housdon on BBC's pre-Christmas serial

CHILDREN'S TELEVISION
The Children of Green Knowe
BBC1, Wednesdays 5.05pm.

Lucy M Boston wrote her first children's book 30-odd years ago, inspired by the old manor house in which she lived. Now she has to put up with parties of Japanese tourists tramping round Green Knowe, for the book, *The Children of Green Knowe*, has become a modern classic, known around the world.

The surprise is that it has never been adapted for television before, since like John Masefield's *The Box of Delights* with which Children's BBC scored a notable triumph a couple of years ago, it has everything both children and television producers look for in a pre-Christmas serial. A contemporary tale when it first appeared, it has now acquired an almost M.R. Jamesian Patina.

Expecting to spend the Christmas holiday alone at his boarding school because his parents are out in Burma, young Tolly is surprised to be summoned to the flooded fens and the lonely moated castle inhabited by a great-grandmother he has never met and Boggis, her taciturn gardener. As if that is not enough, within hours of his arrival he is startled by other

children's voices in the empty house and his elderly relative's reticence over certain matters of family history. Within days, he finds himself at the centre of a psychological battle with Linnet, Tolly and Alexander, children of Green Knowe who died of the great plague 300 years previously.

It all gives great scope to director Colin Cant and his team of special effects creators. As their predecessors did on *Box of Delights*, they have used electronic paintbrushes to create fantasy landscapes, including in this case the flooded fens. But *The Children of Green Knowe* is more "realistic" than the *Box*, and one of those series which can properly be called beautiful. It is beautifully lit, beautifully filmed and beautifully acted.

Alec Christie, an immensely mature and assured 11-year-old, plays Tolly in his knee-length shorts. Good as he is, however, adult viewers will probably be as interested in catching the quiet and understated study of Tolly's great-grandmother, Mrs Oldknow. She is played by none other than Daphne Oxenford, the voice of BBC Radio's *Listen With Mother*, who was asking real-life Tollys whether they were sitting comfortably at about the time Lucy Boston was settling down to write her novel.



Alec Christie as Tolly, with the children of Green Knowe



notes

POWER PACK
A workbook for schools has been produced by the Central Electricity Generating Board at Southampton and local educationalists.

Commissioned by the CEGB, the workbook tackles the subject of a power station with separate sections dealing with its planning, construction and operation. It is designed for use in middle, and secondary schools, for children in the 9-13 age range, to give them the experience in handling different types of resource material and encouraging an investigative approach to learning. The publishers say it should also provide scope for cross-curriculum studies of geography, mathematics and environmental studies.

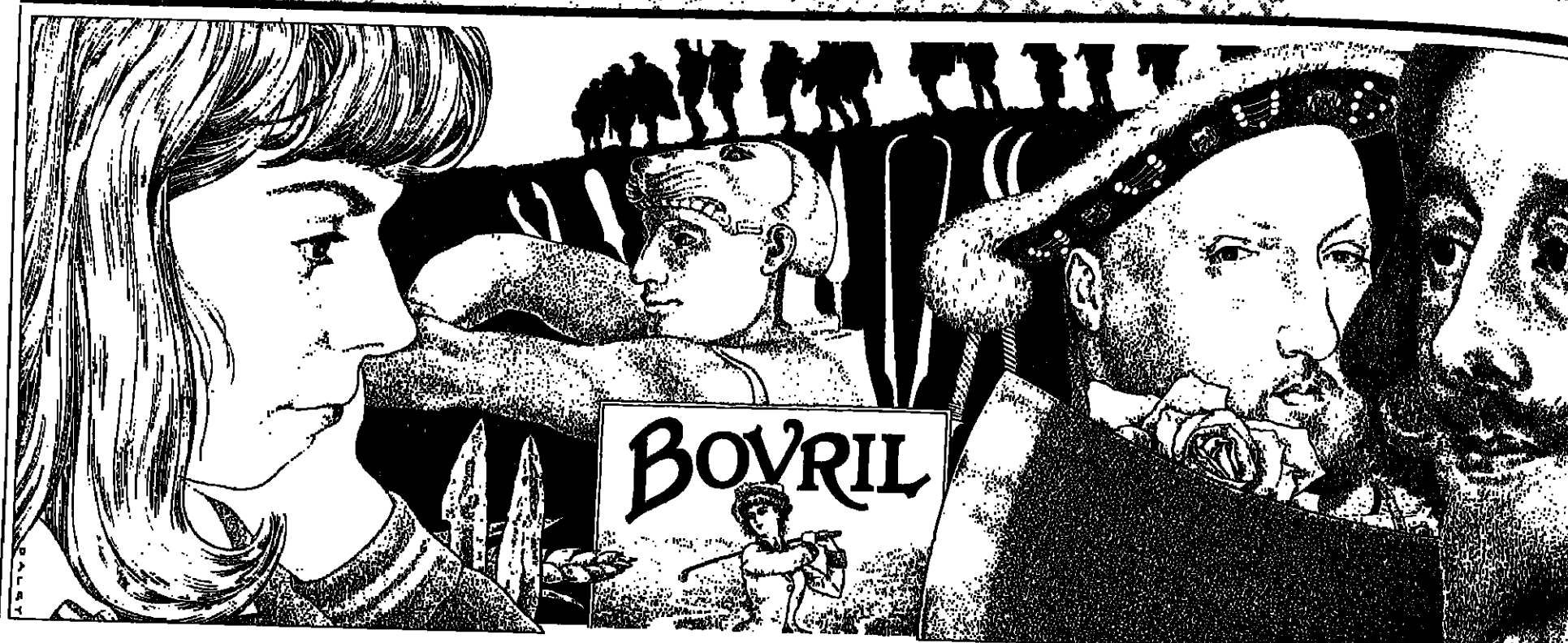
FILM AND VIDEO CONFERENCE
The next British Universities Film and Video Council conference will be held from April 22-24 at the University of Bradford.

The conference will explore some of the ways in which audio-visual media and techniques can be employed to improve the effectiveness of teaching and learning with particular reference to higher education. There will be an examination of new technology with a session on the BBC's Domesday Project. There will also be viewing facilities with video programmes on new technology and interpersonal skills; and a visit to the National Museum of Photography, Film and Television.

Further information is available from Elizabeth Oliver, British Universities Film and Video Council, 55 Greek Street, London W1V 5LR.

History

Oral history projects
Writing a Mode 3 GCSE
Goodbye to skills at A level
Interview with Denis Richards
A Pommie historian in Australia
Archaeology in the curriculum
Book reviews
36, 38, 37, 40



Earlier this autumn fourth-year classes in over 1,000 schools embarked on Schools History Project examination courses. The resulting candidature, in excess of 50,000, suggests the SHP, ten years after its first examination, has been a popular success.

However, such figures are perhaps the least useful measure of the value of the Project as it is not just another GCSE syllabus option. It is a curriculum development project, aiming to develop an approach to history in which pupils gain an understanding of the conceptual framework of the subject and can apply this understanding to the world outside their classrooms. The tenth anniversary of the Project's first examination, coinciding with the beginnings of GCSE, is an appropriate time for a public stock-taking. Has the Project been an effective vehicle for curriculum evaluation and development? The answer, as no-one will be surprised to read, is yes. The completion of existing work will, by 1988, have answered most of the questions raised by the examination course. New initiatives are providing solutions to the problems of the pre-examination years and A level. Still newer areas are being identified for future development which will further enhance the Project's service to all history teachers.

Past work has concentrated on in-

creasing the effectiveness of the examination course. Amidst much development the Project's rationale has held firm on its two original principles: (a) pupils should be introduced to the nature of the discipline by the explicit study of its organizing concepts - evidence, empathy, cause, change and continuity; (b) the approach through these concepts provides the opportunity to respond directly to pupils' needs. For example, evidential work develops a critical approach to others' arguments and the ability to support their own views effectively.

Reflected directly in the four syllabus components, this rationale has persuaded pupils and parents of the value of studying history. Given this successful base important developments have taken place within the rest of the course.

The syllabus (a) The style of the syllabus has been changed to emphasize conceptual objectives and to demonstrate the links between concepts and content.

Schools History Project 13-16

Still hunting progress

IAN DAWSON

As Figure A shows this change provides more effective guidance to course objectives.

Figure A Extract from Study in Development Syllabus: Medicine through Time C. CAUSATION

1 Candidates should have some understanding of the causes of change in medicine, including:

a) The role played in the history of medicine by factors which have encouraged or inhibited change at different times, for example religion, science, war, chance.

b) The role of individuals in causing or preventing change.

c) The role of organized groups in causing or pre-

venting change, for example, professional opposition to antiseptics, political and social groups pressing for National Health Service.

d) The web of interrelation between factors that brought about particular developments at particular times, for example, the germ theory of disease, the development of penicillin.

2 Candidates should be able to distinguish between long term and short term causes, to see that some factors were more important than others in a given context.

3 Candidates should be able to distinguish between immediate and long term consequences, and to see that some consequences were unexpected or unintended.

(b) The scope of the syllabus has been enlarged by allowing schools to pursue any Modern World Study that allows pupils to meet the objectives and by adding a second Development Study option. It is hoped to add two further Depth Studies options. Therefore, limits have been extended although produce comparability amongst options for assessment purposes.

Resources Like the syllabus, the pupils' books have perhaps sent the wrong messages to the unwary by concentrating on the content of topics. As a result of classroom experience the new books (Energy through Time and the revolutions of Medicine, China, Palestine and - outline) narratives followed by units targeted at specific conceptual problems. The structure of the books, much greater use of diagrams and cartoon explanation and a lower reading level will enable them to be used with a wider range of pupils.

Other items need reconsideration - the "History Around Us" guidebook needs up-dating to take advantage of teachers' experience and this may be possible when current work is completed.

Teaching methods Project methods have generated a number of ideas for involving pupils in a wider range of activities - simula-

tions, games, drama as well as the development of fieldwork techniques. Of particular value is work in Computer-Assisted Learning. Leeds and Bradford teachers, working with Frances Blow at Trinity and All Saints College, have developed programs targeted at problems of conceptual understanding (as Figure B shows). These programs, usable in widely varying circumstances, provide ideal opportunities for developing pupils' skills in group work and may spur ideas for activities away from the screen. Other "inter-active" ventures, such as recent radio history productions, also promise more varied classroom activities.

Palestine 1947 is a counterfactual game based on the United Nations plan for the partition of Palestine in 1947.

Figure B Extract from the introduction to "Palestine 1947" (Longman 1986)

This unit aims:

• to extend the students' understanding of the Arab-Israeli Conflict by requiring them to use their knowledge of previous events;

• to show why a superficially reasonable plan for dealing with the Palestine problem proved unsuccessful;

• to enable students to learn about the complexity of cause and effect by experimenting with various combinations of a limited number of factors, show that:

a) causal factors interact with each other and that "cause" is not simply one factor overriding all others;

b) effects may be multiple rather than single;

c) effects are not always predictable and are not always the ones desired by participants.

The computer makes it possible for the student to select from a number of variables, to make a series of combinations of these variables and to find out immediately the consequences of the different combinations. The power of the computer to do this is clearly seen when one realizes that there are 1,875 different possible combinations of policies in the program.

Assessment The development of styles of questions

Still hunting progress continued

attacking conceptual targets and "levels of response" marking schemes has been one of the Project's major achievements, made possible by the collaborative work of a series of innovative chief examiners. Valuable as models for GCSE, the examples in Figure C also demonstrate how questions support course objectives and stimulate good teaching. Example A worked through but are based on examination course experience. Brief (two/three lessons) broad sweeps through time, frequently reinforced, will help pupils to assimilate the patterns of history and cover major areas of content while allowing time for patch studies for conceptual development and more rounded studies of topics.

Figure C Example A - 1984 O level paper
Choose ONE of the following fields of the study of medicine: anatomy, surgery, public health.

- 1) 'Change has always meant progress.' How far do you think this is true within the field which you have chosen?
- 2) What do you think was the most important breakthrough in the development of this field of medicine? Explain your answer.

Example B - 1986 MEG Joint 16-plus paper

Amongst the problems with which Elizabeth and her government had to deal were:

- 1) increasing numbers of poor people, and
- 2) plots against the throne.

- a) Explain the attitudes which Elizabeth and her government took to both these problems.
- b) Which of the two do you think was the more serious problem for Elizabeth? Explain your answer.

This analysis suggests that effective tools are being provided for successful teaching of the examination course. Inevitably other important areas have received less attention. Recently the issues of pre-examination history and an A level continuation, both of which will be of increasing importance to a wider audience with the impact of GCSE.

Pre-examination history Two related questions continue to cause problems:

- 1 How do you provide a clear introduction to the conceptual framework of history?
- 2 How do you combine the conceptual framework with a coherent approach to content?

The original "What is History?" unit has been useful in providing a ready-

made and stimulating package, but it has also been a distraction, focusing almost exclusively on evidence and failing to provide guidelines for dealing with content.

The "History 11-13" series offers a framework for tackling the first of these questions by taking pupils through a progression of understanding in evidence, change, cause and empathy. The answers to the second question have been slow to emerge and have still to be fully worked through but are based on examination course experience. Brief (two/three lessons) broad sweeps through time, frequently reinforced, will help pupils to assimilate the patterns of history and cover major areas of content while allowing time for patch studies for conceptual development and more rounded studies of topics.

A level history Prospects for an A level continuation are more definite and equally exciting. The Cambridge A level History Project (directed by Peter Lee and Denis Shemilt) is currently devising a course and materials in conjunction with working parties of teachers in West Yorkshire, London and the south-east. The pilot exam is scheduled for 1990.

The future of the project New issues arise - vocational education and the modular curriculum, the need for alternative assessment techniques (especially in oral work) if GCSE is really to reach the full ability range. Old needs continue - more options, revisions of guidance materials, the need to maintain active in-service work throughout the country.

In particular there is a need to build on an aspect of the Project's work not hitherto mentioned, its contribution to the understanding of pupils' thinking in history. Denis Shemilt's immensely valuable Evaluation Study (together with the analysis of examination responses) has provided the theoretical basis for much development work. The need to evaluate the next stage of ideas and materials is equally important. The development of guidance materials for small-scale classroom research projects may be one way of achieving this.

The record of Project teachers suggests that they will continue to make progress and provide an increasingly stimulating historical education for a much wider age-range in the years to come. It is a measure of the Project's success that there are still more than enough ideas to keep everyone busy!

Ian Dawson teaches at Trinity and All Saints College, Leeds. Teachers seeking information about Schools History Project (13-16), the Cambridge A level History Project or the Computers in the Curriculum History Project should write to the Centre for History Education, Trinity & All Saints' College, Brownberrie Lane, Leeds LS18 5HD.

The SHP was formerly known as SCHP but changed its name following the demise of the Schools Council.

Evidence

Exploring History: The Plains Indians. By Ian Gilmour. 0 05 0036416. Wallace and Bruce. By Iona McGregor. 0 05 013873 8. Oliver and Boyd £2.10 each.

History in Depth: The Great War. By Vincent Crivello. 0 333 38589 6. Plague and Fire. By David Lager. 0 333 36538 0. Macmillan Education £2.50 each.

These series both use historical evidence, primary and secondary, as integral parts of their texts. There is little new in this, of course, in fact it is more than a decade since the Schools Council 13-16 History Project launched such approaches to the study of history and adapted them to classroom use. But these four books are certainly among the more interesting of hundreds that have tried to do the same thing, and are the latest additions to two long running series that most history teachers will know well.

In the Exploring History series the questions and exercises tend to be fact-oriented, though there are occasional students are encouraged to come to their own decisions. The series used to be accompanied by hands-on master sets of more ambitious questions but it is not clear if this practice is to be continued; it would be a pity if it were.

The questions and exercises in History in Depth are more ambitious but still designed to be within the capabilities of most secondary school students. Special "Using the evidence" sections give pupils practice in the specific skills required in the handling of historical evidence. Pupils are challenged and guided to assess the reliability of evidence and to challenge the still-much-held assumption that "if it's written in a book then it must be true". "In what ways does source C contradict the Kaiser's claim that 'I was always a partisan of peace'?" is a typical example from *The Great War* which incidentally is the clearest account of that topic at secondary school level for many years.

Larry Hartley

John A Hall accepts that "Philosophic History" is unfashionable. Nevertheless, he offers his own interpretative overview of our own civilization and others in *Powers and Liberties: the Causes and Consequences of the Rise of the West* (Penguin £4.95, 0 14 022521 8), disposing on his way of Marx, Adam Smith and Max Weber. Having shown just why western Christendom evolved into capitalism triumphant (and why China, India and Islam did not), he proceeds to dissect Europe's current political dilemmas and prospects. His conclusions are unsurprising.

Tom Corfe

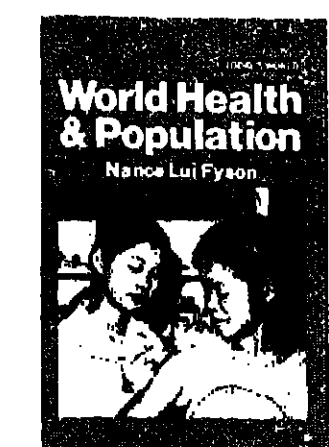
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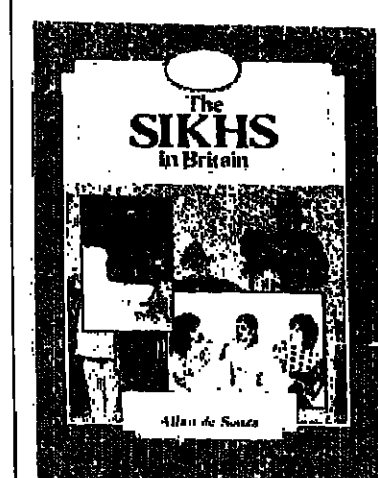
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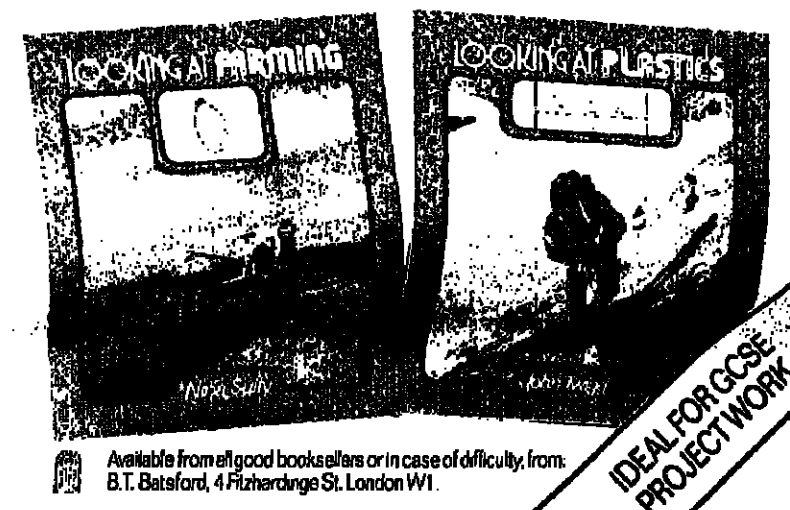
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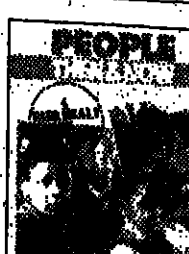
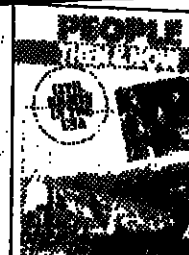
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Macdonald

Help for teachers

In recent years the history teachers' lot has not been a happy one. We all know the spiralling difficulties: falling rolls, staff reductions, the lack of appreciation of history as a subject. The additional pressures on time, resources and energy by the new methods of teaching, and of examining, added to the constant drain on teachers. Something positive and practical had to be done.

It is being done: a national scheme, "The Young Historian", promoted by the Historical Association but available to all, supported by HMI, some of our most eminent historians and by a grant from the Leverhulme Trust, is at the launching stage. Backed by a full-time Development Officer and resources from industry, public and private institutions, centres will be set up in all areas for facilitating co-operation between teachers for projects and activities not possible on a single school basis, and for making contact between pupils, the local community and world of work.

A new journal, written for and partly by the pupils, will initiate activities, publish students' work and give practical help with curricular work and careers. It will be sponsored by major firms, demonstrating that the skills of history are wanted. Coursework models will be developed by seconded teachers. They will make full use of the locality of the school; the business, industries and institutions as well as the monuments, museums and archives. Histories of breweries are as valid as histories of the Mansion House; histories of hospitals, airports

or banks are as valid as castles. We are not to promote interest in the history of everything and to promote everybody's interest in history itself: to show how history can take a full part in preparing people for the real world: the here and now.

After three years of planning and with support from many quarters, things will now be moving fast. The Development Officer, Mr Les Hardy, a teacher with extensive classroom, in-service training and examining-board experience takes up his post in January. A newsletter to schools will begin soon after preparing for the establishment of local centres. Mr Ian Dawson and the Centre for History Education is preparing "menus" of activities. Teachers preparing coursework models based in the south-east and the Midlands respectively with Dr John Fines and Dr Trevor James and assisted by the West Sussex and Walsall I.e.s., have been appointed; the third team at Durham, with Professor Gordon Batho, will start in the summer. What we have all hoped for long enough is beginning to happen.

The current issue of *The Historian* - free to members of the HA - has a report on the scheme by Nicholas Pronay, the Chairman of its Development Committee. The next four issues will describe the many other things in the pipeline, including an annual and national History Day for raising the public's awareness of the value of history. Enquiries to "Young Historian" 4 Lifford Place, University of Leeds, LEEDS LS2 9JT.

Shining

The Causes of the English Revolution 1529-1642. By Lawrence Stone. Ark Paperbacks £3.95. 0 7448 0045 5.

Professor Stone's book first appeared in this country, to much acclamation, in 1972. Since then, as he remarks in his preface to this second edition, "a huge amount of new research and interpretation has been published on the subject". Faced with a choice between rewriting the book or adding a postscript evaluating the new data available, he has opted for the latter alternative.

Since he has found, to his obvious gratification, that very little of his original thesis was undermined or called in question by more recent scholarship, and that the need for

modification of the text was consequently fairly small, such a decision is understandable. However, because of the different emphases placed on some events and ideas by the author's first and second thoughts respectively, it is plainly not the ideal solution of the problem of up-dating.

However, the book's outstanding qualities - the skill and assiduity with which it traces out the immediate causes of the great seventeenth-century cataclysm and its ultimate roots extending deep down into the mid-Tudor soil; and its brilliant use of the conceptual tools of modern political science in analysing the anxieties and aspirations of citizens on every level of the social pyramid - these shining virtues are unimpaired by the occasional slight note of contradiction between main text and postscript.

Martin Fagg

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Oral history projects

Bradford on tape

MARY CRUICKSHANK

Oral history is the history of the people, not of kings and queens - or government statements or official documents. It is the less frequently heard voice of the ordinary men and women living through change and it has great immediacy and interest for children studying the past, particularly if they have taken part in collecting the material themselves.

The Bradford Heritage Recording Unit is one of a growing number of oral history projects which aim to capture on tape the life histories of the local community. It has a specific value in recording the ideas and experiences of children and adults from non-Western European cultures, whose history is frequently grounded in an oral rather than a written tradition.

A large section of the Bradford archive examines the textile community since 1880s with material on childhood, street life, home and school, mill conditions, trade union politics and so on. Other themes include health, trades, transport, traditions and customs.

The diversity of local communities, including Irish, Poles, Ukrainians, Italians, Yugoslavs, Jews, Russians, Germans, West Indians, Asians and Vietnamese is also reflected in the vivid accounts of arrival in Britain, making a new home and finding a job. Views on assimilation, religion and language are also recorded.

Setting up the interviews is a gradual and often difficult process. The unit works closely with community leaders, priests and parents' associations and may take several months before the necessary degree of trust is established. The interviewer is trained to avoid leading questions and to conduct the sessions as objectively as possible. Teachers generally ask for selected extracts from the collections and tape/slide packs from specific themes, such as *Destination Bradford*, which recounts a century of immigration. *Not like it is today*, a collection of stories, songs, poems and memories of domestic life. The unit, set up in 1983 as a joint venture between the council and Manpower Services Commission, has a



Bradford Heritage Recording Unit is complemented by an extensive collection of documentary photographs

staff of 28, three of whom are concerned with outreach work with schools and drama in education. In common with many MSC community projects it suffers from a lack of staff continuity; a serious handicap given the time it takes to establish links with the community and to develop interviewing skills.

Most of the school outreach work is concerned with advice on running an oral history project; the techniques of interviewing and managing the material. Rob Perks believes oral history has great potential for stimulating children's interest in the past as it starts with their families and the community. It also forges links between the young and the elderly - some oral history projects developed between teachers and social workers are particularly directed towards this end.

Other practitioners use it to celebrate the cultural diversity in their schools and to give confidence to children.

The Oral History Society has collected many examples of successful projects in schools and these are described by Sallie Purkis in the Society's publication *Oral History in Schools*. Stephen Humphries has written a comprehensive practical guide to setting up an oral history project in a school or the community: *The Handbook of Oral History* published by the Oral History Society. The Oral History Society publishes a twice yearly journal, *Oral History*. It welcomes reports from teachers using oral history in any area of the curriculum. The Oral History Society, Department of Sociology, University of Essex, Wivenhoe Park, Colchester CO4 3SQ.

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With remarkable foresight Essex saw this project as offering the chance for a unique archaeological "dig" in right through the heartland of England. Consequently, the Trust for Wessex Archaeology became consultants to the construction team.

The story of this work and the

discoveries made is brilliantly told in the attractive booklet *The Past in the Pipeline* by Roland Smith, Peter Cox and an impressive team drawn from county council archaeologists along the route. How the pipeline was built, early man in the landscape, Iron Age farmers, after the Romans the Saxon Frontier of Wansdyke and the country-side in the Middle Ages are examined in terms of the important discoveries made, with the aid of many well laid out colourful illustrations.

The design is outstanding and those responsible - Peter Cox, Carrie Heaps and Julian Cross - deserve great praise.

Some of the prize findings were Neolithic features on the Marlborough Downs and a Roman burial; the discovery of a previously unknown Iron Age hilltop settlement at Winslow, near Cirencester; surprises about the dating at the Roman fort, Grepsford, Staffordshire; the skeleton of "Erica" near Banbury Castle; additional information about Wansdyke and the "Dark Ages" in rural areas and medieval lost villages on routes.

The co-operation between Essex and the Trust for Wessex Archaeology as well as the help given all along the pipeline route by county council archaeologists paves the way for a new approach to large scale rescue projects in the future. If they can produce the results in an equally attractive and available form for the public they will enhance support for such massive environmental changes. *The Past in the Pipeline* is available free from Corporate Affairs Department, Essex UK plc, Essex House, Victoria Street, London, SW1E 5JW.

Bryan Walton

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Writing a Mode 3 GCSE in history

Alternative choice

DAVID CROSSLEY

While GCSE has in many respects consolidated much of the best practice within existing history courses, it has not embodied any major innovations. GCSE seemed to me to present two main choices, the first being to continue or adopt the Schools History Project, the second to study a distinct period or type of history, most commonly Modern World or British Social and Economic. My initial reason for writing a Mode 3 obviously involved some desire for an alternative, implying a degree of dissatisfaction with the choices on offer.

In our school, we have long felt unhappy with many of the traditional period syllabuses, even in their improved forms. They remain essentially knowledge-based with new skills added, and there is little real teaching time available to develop them. By contrast, while recognizing the major contribution the Schools History Project has made to the teaching of history in schools and having learnt a great deal from it, I feel that there are now alternatives that should be explored.

My anxieties about the SHP concern content and the cost and nature of resources. Convincing colleagues, pupils and parents of the need to study history post-13 is often an uphill task, which is not made any easier by the nature of the content of the SHP. I have always found the philosophy of the project impressive, but it was the prospect of a certain time and a response to a way of teaching history that few would now defend.

It is all too easy for those who already have a broad historical knowledge and understanding to deny it to others. It may well be worth asking fourth and fifth years whether they would prefer their sole contact with the modern world in their history course to be a Depth Study of China or a "wonderful study of key issues, events and countries." I seriously believe that we do pupils a great service if we limit their experience. All of this is not to deny much of the excellent teaching and practice that the SHP has fostered. Maybe if its elements were perceived as part of a five-year rather than a two-year course my criticism would not arise. Yet, there is room for more breadth and less depth, with emphasis on understanding rather than the acquisition of factual knowledge. Surely courses should encourage pupils not to see events or countries in isolation.

Of course, one of the justifications of the study of history post-13 should be the skills it develops. However, when attempting to communicate its value to pupils and parents, we must surely include an understanding of changes in the recent past in Britain and the modern world.

Our aim in writing the Mode 3 was to apply the methodology of the Schools History Project to a course which develops an understanding of how our world has been shaped by events in the recent past. The course involves a two-year specialization in a type or period of history by adopting a modular format. It gives more obvious significance to content than the SHP while at the same time offering pupils real

experience of finding out about the past for themselves.

The first module, called "Changing Britain", includes three units: social change, political change and changes in transport, technology and communications. It adopts a breadth-depth approach, providing an opportunity for a more detailed study on at least one aspect of the theme.

Our second module runs at intervals throughout the course and is called "Finding out about the Past from Evidence". It provides the 50 per cent coursework element including fieldwork, initially in a processed form using museums and reconstructions of the past. It progresses to involve original research on specific issues, events or themes using evidence ranging from people to documents and newspaper film.

Our final module is called "Aspects of Modern World History". After a broad-based introduction to the modern world pupils study three topics in more depth from a choice which includes "Living through the First World War", "Hitler's Germany" and "The World from Different Viewpoints since 1945".

Something which concerned me a great deal when we first decided to write a submission was how much time would be involved, and whether the exercise would be worth the effort. The SEG has been very receptive to our submission and has helped a great deal. Also, many recent Mode 3 CSEs were already some way along the route towards GCSE in their submission requirements. Finally, there was substantial written help available ranging from General Criteria to Mode 3 syllabuses.

To those who fear that the History Criteria are too restrictive, I would cite the following in reply. First, the criteria do not prescribe content; secondly, the criteria are flexible, allowing for both the methodology of the SHP and a period based approach. As I have indicated, there is much useful written guidance including that produced by your examining group, which usually for the purposes of Mode 3 is your local CSE board. What follows is an outline of how we produced our submission. It is not definitive but it did work.

Clearly it is important to decide exactly what you would like to do and why. In the first stages, I feel that it is worth being somewhat idealistic and avoiding looking at constraints. Discuss possible options with the department; before progressing with the detailed work of writing the scheme it is vital to ascertain whether the idea is feasible and likely to be accepted.

A number of constraints will become apparent, some external, some internal. The syllabus must obviously be different from that offered by your examining group and I found it useful to discuss the essence of the ideas with ours at this point. External constraints are not a major problem since there is a lot of freedom within the criteria. Within a department consideration of

a possible Mode 3 offers an important opportunity for an evaluation of present courses and an exchange of ideas. This is a worthwhile exercise even if you decide not to continue.

If the decision is taken to continue, the process of writing the submission now begins. Your examining group will provide you with the exact format for submission. Essentially it will fall into two components: first the syllabus and secondly, sample questions - by far the most time-consuming element. The syllabus includes aims and objectives and a scheme of assessment. There is little flexibility within the sections on Aims and Objectives as they must match the General Criteria. The flexibility comes in weightings and the exact format of the examination and coursework.

The writing of examination questions and mark schemes which cater for different abilities is not an easy task. However, a number of examples of Mode 1 practice now exist and I advise others to consult these where appropriate. Most history courses are quite flexible, using more than one method of differentiation. Stepped questions, which begin with easier components and progress to more difficult ones, are commonly used. Differentiation by outcome - that is, setting the same open ended question(s) for all pupils and assessing the end result - is also quite acceptable.

I also studied the Secondary Examination Council (SEC) document on differentiation in history and devised a simplified version with banding definitions at three grade levels for essay work, empathy work and field work - useful both for day-to-day marking and internal moderation of coursework. The syllabus component also includes a detailed explanation of content and a statement on "range, length, depth, key issues, coherence and balance" which derives from the History Criteria.

The writing of sample questions which forms the second part of the submission should not be underestimated. This involves a major, but thoroughly worthwhile application of the theory of the course to practice. We have also devised an outline coursework assessment framework and allocation of objectives.

The final stages have now been carried out by the board with a preliminary check and first vetting. Essentially, the main requirement is that the submission is in the format required. Throughout we found that the board and vetter were constructive and helpful. Detailed comments were provided and the improvements and changes requested have in my view improved the syllabus and removed inconsistencies. We all learned a lot from going through the process. We are now more likely to set better questions and tasks.

I hope the process has not sounded too complicated. We all feel that it was worth the effort, and above all, we now have a course that we are all quite excited about teaching and resourcing.

David Crossley is head of Humanities at Birmingham Green School, Yate, Avon.

Fact and commentary

Access to A-level History Series. General Editor: Keith Randell. The Unification of Germany 1815-90. By Andrina Stiles. 0 7131 7478 1. The Unification of Italy 1815-70. By Andrina Stiles. 0 7131 7478 X. Edward Arnold £3.25 each.

On July 13, 1870, William I of Prussia sent Bismarck his Chancellor, a long and rambling telegram describing an unsatisfactory conversation with the French ambassador in the park at Ems. The complicated "Hohenzollern Candidacy" issue. Published as it stood, it would have given a disastrous impression of Prussian weakness and hesitancy in the face of French threats. However, drastically abbreviated by Bismarck - with not a single word changed but a great number of words selectively omitted, it gave the contrary impression of a decisive defiance.

French pressure. Published in this severely truncated and infinitely curter form, it amounted to such a massive diplomatic snub that France immediately declared war on the strength of it and therefore fell headlong into the trap carefully laid for her undoing. It is a famous incident - the most masterly feat of sub-editing ever - and as such is duly enshrined in all the history books. Not many of those histories provide the full text of both versions, though, and this skilful incorporation of key source material is one of the bull points in both these admirably compiled guides to two classic 19th-century topics.

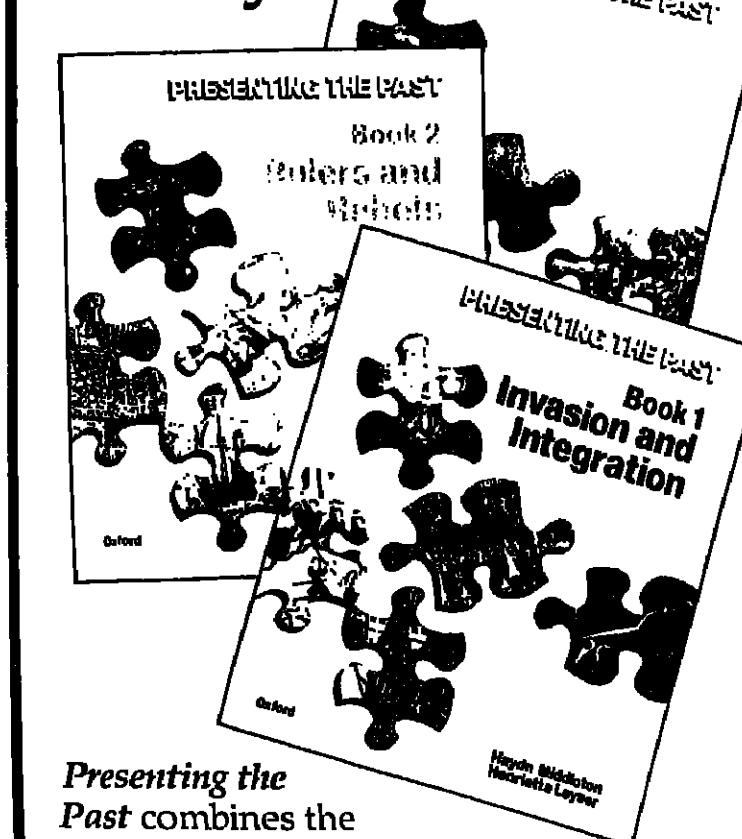
Responsible for the preparation of both, Andrina Stiles weaves fact and commentary together in a way that is likely to recommend itself to both teacher and pupil. She wisely emphasises the possibility of widely divergent interpretation of the same basic facts -

an often much-needed spur to student free-thinking.

There are plenty of specimen questions included, both of the general essay and of the particular-source-based type; and some sage advice on the best techniques for tackling them. There are also useful schematic guides to tertiary essay note-taking. Italian unification - a long, fitful, broken and often despairing process - could hardly have been achieved, at least by 1870, without the active patronage, and in 1859, military assistance of France. The force behind German unification was Prussia and Prussia alone. The differences in style, temper, tempo and ideology between the two unificatory movements emerge clearly from these eminently useful guides.

Martin Fagg

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A level history

Goodbye skills

KEITH JENKINS • PETER BRICKLEY

It is clear that with the introduction of the Common Core, A level history is beginning to experience some of the changes already affecting both secondary and undergraduate studies. For example, much history in the lower school has been influenced by the skills approach of the Schools History 13-16 Project. The new GCSE is largely built upon it, and there are few remaining degree courses which do not, at some point, consider historical method/the "nature" of history. There is a real danger, however, that in operating courses which include the Common Core, teachers, despite good intentions, may understandably lean upon the adaptation of a skills approach (ability to distinguish types of sources, detect bias, etc.) at the expense of more philosophical considerations as to what constitutes history, and that the break between school and undergraduate history that should arguably comprise A level has been omitted at the very moment when the opportunity exists for its realization. In this article we suggest A level history needs to include centrally that which it sometimes assumes it already possesses: historical methodology. We briefly argue that A level history needs to develop from "skillology" to methodology.

Back in 1971 when Coltham and Fines published their seminal *Educational Objectives for the Study of History*, secondary history was ripe for change. Its unreflective tendency to cling to traditional areas of content was beginning to break down in the face of comprehensive and increasingly heterogeneous audiences. In this context, questions of whose past, which content and why this reaching rather than another, could scarcely be met by responses that in the end amounted to the exercise of authority. What Coltham and Fines did was to draw school history into the relativist currents of the time, a relativism already permeating universities (popularized as the Carr-Elton debate), which rudely problematized the empiricism, and which came out in Coltham and Fines as an emphasis on the one thing that might be concrete after all: the skills of the working historian.

Thus, without any intrinsically val-

able "periods" to study, without any unproblematic history to celebrate and without any real way of getting to the "facts", then the model became essentially one of an apprenticeship: students would simply practice (preferably on original documents) historians' skills. In this way behavioural targets that were capable of being construed as objective could be achieved, better still, be assessed.

Now, this approach was clearly a liberation from the days of delving out chunks of forgettable content to passive recipients; there is really no going back to that. But, the skills approach has flaws. For unfortunately the skills which have been increasingly applied over the last decade to school history and which were equated with historians' practices (indeed, which were popularized as the way to initiate children into an understanding of history) were, tragically, not those of historians. There are several reasons for this.

First, what Coltham and Fines offered as historians' practices were only incidentally such. The Coltham-Fines skills/objectives were precisely what the title of their work stated - educational ones - drawn from Piagetian psychology, American behaviourism, taxonomies, etc. It is often overlooked that although John Fines is a historian, Jeanette Coltham's interests lie centrally in educational psychology. Thus one of the key texts in the founding of the "new history" and indeed still at the centre of things (forming the guiding framework of the 1985 HMI publication *History in the Primary and Secondary Years*) is characterized by a set of skills/objectives that cannot create young historians because they are demonstrably not the kind of methods historians practice. Compare the skills approach of the "new history" to the philosophically nuanced texts on historical method by such as mixed bag as, say, E. P. Thompson, Hexter, Bloch, Stone; it isn't obvious that they are even talking about the same thing.

Secondly, in so far as some aspects of these skills do relate to some of the things some historians sometimes do, then the suggestion that this is all they do commits the error of

identifying a theoretical discipline with one fragment of its technical instrumentation. What is missing, of course, are the social, political, ideological and epistemological conditions that actually determine what constitutes history, which history shall be central and which marginal, etc. That is, when history is once constructed and they are at work, some historians do sometimes do the sorts of things the skills approach suggests, but the point is that even they also do a lot more and for different reasons. What separates a Hobbs from a Hartwell, or a Taylor from a Trevor-Roper, is not so much that they use different sources (for often they don't) or lack skill in reading them, but that their interpretations differ on ideological grounds. It is difficult to see how students can ever grasp the nature of history if their concentration is on a set of skills that rarely addresses ideological discourses except in passing.

Thirdly, the skills that have been valorized as the skills lead almost inevitably toward empiricism. This, to say the least, philosophically naive. The ongoing debate as to what might constitute historical knowledge is far richer than that; thus, to come down heavily in one direction is to close down a massive area of current and relevant methodological discussion.

So, the skills advance has been a mixed blessing. Even enthusiasts who have embraced this approach have often found, to their disappointment, that "content" can all but disappear; that any bit of the past can be used as a resource for the practice of "transferable skills". It is time to move on. In our view skills (arguably everywhere superseded by historical methodology, a study that can be inserted into the space the Common Core provides as a first step in rethinking the whole of A level.

The difference between skills and method involves a conscious recognition that history is not "the past" but a theoretical discipline constructed by historians, and that a study of its nature is *ipso facto* a study not only of some time practices but also of the discursive formations that created the discipline in the first place. Elsewhere we have sketched in what this might mean for a specific A level; we end here by briefly summarizing the features of a methodological approach.

First, students ought to be made systematically aware of the critical distinction between the past and history. This entails making historiography a central feature of the course. Secondly, this historicizing of history applies to both method and content. What is deemed worthwhile as method is provisional; the embodiment of selections from present knowledge; what is deemed worthwhile as content changes over time and place. This view of content and method needs to be extended so as to connect with the experiences of the students themselves. To them it must be made clear that although their own historical studies are, for all that, not different in kind from the provisional status of all studies. Again, this entails a historiographical approach which encourages a reflexive attitude toward historical studies.

What we are arguing for is a move beyond the sterile but unfortunately dominant debate between a skills or a content approach to history, a move to an approach wherein skills are historically located and understood and similarly historically aware methodology. As for content, this is not to be a longer presented as an unproblematic given that it is apparently floats along free of methodological determinants (to be attended to in a separate paper/course); rather content is seen as being constructed methodologically. This is all rather different from the syllabus; indeed, skills in themselves can be, to all intents and purposes, bid goodbye.

(1) In this teachers have not been much helped by the Boards; see Fines, J. *A Survey of A Level*, H.A., 1985.

(2) McLennan, G. *Marxism and the Methodologies of History*, N.L.B., 1981, pp.9.

(3) Jenkins, K. and Brickley, P. *A Level History: from Skillology to Methodology*, in *Teaching History*, October 1986.

Keith Jenkins teaches History at the West Sussex Institute of Higher Education; Peter Brickley teaches History at South Downs College, Hants.

Denis Richards: writer and historian



Double million

JESSICA SARAGA

It's not every historian whose book sales reach the double million, but Denis Richards' sales with Longman recently did just that. It is now seven progressive updated editions and nearly five decades since the original publication of his *Illustrated History of Modern Europe*, a textbook which has been handed out to generations of schoolchildren, as has his subsequent British history course running from Ancient to 20th-century Britain. With the exception of *Ancient Britain*, all the books are still in print, which gratifies Denis Richards, of course, although he is well aware that they are now thought difficult in both content and language. Sadly, people's vocabulary has declined, he says. The ordinary person interviewed on television speaks with nothing like the richness or individuality of expression of the old countryman of 50 years ago, and children just haven't the verbal facility they used to have.

For it was, ironically, for the less able that the *Illustrated History of Modern Europe* was first commissioned, while Denis Richards was teaching at Manchester Grammar School. It was thought that there was a need for something easy to get into, something with illustrations, something about the two distinctive hallmarks of his books, the marginal summary and the use of the political cartoon.

He doesn't, too modestly perhaps, claim any credit for innovation with the idea of illustration by cartoon. Nevertheless, there must be countless children and adults whose appreciation and continuing memory of Crickshank and Gillray, Tenniel and Low, *Modern Europe* or *Modern Britain*. And the fact remains that the cartoon came to stay in history textbooks, and has chimed in with the new history's emphasis of primary sources.

Not that Mr Richards goes all the way with the new history. He is a historian of the old school, a content rather than a skills man. While he likes the idea of presenting children with documentary evidence, and would have welcomed the opportunity to produce supplementary sourcebooks for his series, his fear is of leaving no room for the solid framework of chronology. You can't pose questions or enter debates, he says, until you are familiar with what you are posing questions or entering debates about. As for empathy, the constraints of the old examination syllabuses left little room for that after year three. He will be interested to see (won't we all) whether length and content really have given way sufficiently now to allow empathy successfully into GCSE.

History has certainly come a long way from Little Arthur and Mrs Markham's *History of England*, where Denis Richards found his first fascinations with history as a small boy. At school, though, his main love was literature, but his desire to go to Cambridge meant that he settled for history scholarship rather than risk not getting the "sole English" scholarship which still came first three years later. He told the Cambridge Appointment Board he wanted to be a writer. There were only two jobs which provided the "leisure" for that, said the

Board, the first division Civil Service, and teaching. Financial responsibility following the death of his father meant that he chose teaching, which he could do straight away despite being not yet twenty-one. It was probably the right choice. More than 20 years later, in different circumstances, he moved into the Civil Service at the Air Ministry, and found it too slow and dreary to stick for more than a year, leave or not.

Meanwhile, at Manchester Grammar School, contrary to the Board's prediction, very little leisure materialized in history teaching. Nevertheless, by the time war broke out, Denis Richards had indeed become a writer, not of plays or novels, but certainly best-seller with *Modern Europe*. His success was sufficiently well known when he entered the RAF in 1940 for him to be asked to write the official history of the RAF just decreed by Cabinet. He soon found himself in charge of a team of 40 academic writers, including three future professors and three future MPs. Their first popular official history, which came in three volumes - became another best-seller, selling ten times what HMSO (who had, unfortunately for the writers, insisted on fees not royalties) had bargained for.

Somewhat Denis Richards' career had got entangled with the Royal Air Force, for over a decade after the end of the war, while he was working on his British history school course, now because of pressure of time with collaboration, he was also still engaged on the longer RAF official history. And when in the 1960s he was awarded a Longman fellowship at Sussex University, it was the biography of Air Marshal Sir Charles Portal that he began to work on. That came out eventually, to great acclaim, in 1978. Even now he still gets asked to write the entries on airmen for the DNB.

Though his declared - and achieved - ambition was to be a writer, he clearly has a great deal of the teacher in him too. He looks back to his teaching days with affection, and feels fortunate never to have had classes who were hostile to history, which must have had a good deal to do with his own enthusiasm. Years later, as Principal of London's Morley College, he was able to appreciate too the marvelous eagerness of adult learners, and at the same time the almost 100 per cent commitment and efficiency of their tutors, due, he explains with a smile, to the minimum numbers requirement in adult classes, and the tutors' yearly contracts.

Now at 76, in the eccentrically fitting setting of a Gothic Revival house caught somewhere in Highgate between two history and time, he is for the first time since 1936 not working on a commissioned book. But he is writing reminiscences of a life which includes not just teaching and writing but chairing the governors of what is now the Purcell School, and chairing the council - rather improbably - of the Women's League of Health and Beauty. And he is still relishing requests for help with historical studies from young relatives and friends, delighted to spend an hour or two in explanation. You simply can't keep down such an abiding concern to communicate the past.

Like the prospect of being handed, packed in a history teacher's bag for Australia, concentrated my mind wonderfully. If only in terms of British Airways excess baggage rate, any choice must, literally, be weighed before packing. Could I afford the heavy carboniferous fossil? Or the first hand-axe? My father's 1914-18 medals? A gaffer's iron? A complete set of Bayeux Tapestry slides? How about essential books? A story anthology, or poems, perhaps?

I was advised (not true in the event) not to expect any service or instant availability of primary sources. "Bring whatever you use in the UK." But what about "relevance" to the Australian scene? "Don't worry - she'll be right! No problem!"

In the first flush of enthusiasm the decision persisted that, after 40 years in the business, one could surely distill the whole experience into two dozen essential slides, a folder of 20 master-prints, a museum collection of six basic artefacts and a personal "Jack-daw" of ten important documents - all for children six to 13 and teachers' workshops. Try it sometime. That was in fact my basic collection - plus a fossil, a hand-axe, medals, a gaffer's iron.

My visits were the Foundation of Soch College, Melbourne, (the "Eion of Australia"), in association with the History Teachers' Association (Victoria). The visit would involve eight weeks' continuous work in schools and teachers' centres within and beyond Melbourne. There would be classes from Plenty Primary to Camorra High, in-service courses from Benalla to Bendigo. There were invitations to post-graduate seminars at Monash and La Trobe Universities, a national HTA Conference in Brisbane, with teachers' workshops, a supervisor at Sydney University and a NSW teachers' centre.

What sort of history would those teachers accept as "relevant"? How much of my well-worn English material would be relevant to Greek-Australian children in Brunswick or Italian-immigrants at Doncaster (Melbourne). I didn't want to find Australia school with working towards School Certificate papers on Modern Europe, but I knew a little of the aboriginal tradition (fraught with politics), or the composition of the First Fleet (like dinosaurs, now programmed for Australian schools' computers). And what about discipline? "Punch a Pom" tee-shirts, I heard, were on sale in Sydney. Still the reassuring messages came back - "No problem! She'll be right!"

What Australians themselves have dubbed their "cultural cringe" prompts their over-modest, repetitive disclaimer of much "real" Australian history ("You must remember, we're only 150 years old"). Yet, to liberal teachers this is heresy. "We" didn't "discover" Australia - it had always been there. This was surely helpful; however different our national history, we all share the same past. All children have a family history. All places are fundamentally as old as each other. Dinosaurs recognized no frontiers; Christians of the world united. If not a common chronicle of western civilization, at least the media and space technology are common to all.

It was not, of course, as simple as that. To the teacher-leader at the Melbourne State Museum any attempt to relate the flint hand-axe to aboriginal stone artefacts was "a typical European's error". Theirs was no Palaeolithic, Neolithic, nor even "primitive" or "prehistoric" culture. A sophisticated community, aborigines merely used primitive tools! It was not surprising to learn that the HTA (Victoria) is fighting a rearguard action against encroaching social studies in secondary schools. Primary teachers too, as in England, are no longer confident of what history they should be teaching.

Some Australian teachers boast of 20 ethnic groups in their primary schools ("There are more Greeks in Athens" - Victoria's schools have long assimilated countless second-generation Lithuanians, Italians, Irish, Chinese, South Americans, French, Spaniards, and Hungarians. More recently they are accommodating Vietnamese refugees from the war they shared with their American allies. They make our moans about the "problem" in Wolverhampton and Bradford seem parochial; mother-tongue teaching is taken for granted. What history do they need?

A Pommie historian's swag



She'll be apples

JOHN WEST

Many Australians certainly have a strong sense of conservation of an English heritage. The McCrae homestead (1844) at Arthur's Seat, on the Mornington Peninsula, is lovingly maintained and well documented. The complete home of an Hungarian silversmith stands, preserved at Castle-maine, like a stopped clock. He called his house "Buda" - four daughters, skilled in crafts, were his "Pests". Mummies like Coma, national shrines like Cook's Cottage, reconstructions like Sovereign Hill, whole towns like Castlemaine - all preserve their historic identity.

Family history thrives "down under". It was not only at Quasit-Honius Scotch College that so many children could produce well-kept records from five to seven generations. One child brought the painstaking chronicle of a relative aged 103, whose grandfather fought in the Crimea. Another child was related to a gun-layer in the AIF Field Battery who claimed they shot down Baron von Richten in 1918, and had family documents to prove it! Now that a convict ancestor has cashed, more Australians are prepared to trace their ancestry. I told these children that it was unusual to trace more than one or two great-grandfathers in any English classroom. This brought the quizzical response, "Why is that?" (Yes, why is that?)

Part of the Australian advantage was evident in the well-organized resources of the typical community project at Carlton, Melbourne suburban primary school. This received more resources - part-time clerical help, salaries for official parent-employment, funds, training courses on archive storage and retrieval facilities for copying and storage, video coverage and money than most British primary schools could expect. The Australian War Memorial (Our National Heritage) has well organized educational coverage in its Aeroplane Hall and shows pride in the records of Australian servicemen. In the Shrine at Melbourne, I felt as close to Gallipoli, Flanders and Normandy as I ever did at the Menin Gate, Arromanches or Chipping Campden war memorial.

The reconstruction of the site at Coal Creek is very like the Black Country Museum site in Dudley; Geoff Walker's printed gold-diggers' trail from Melbourne to Castlemaine is a model of what any first-rate English teacher would aim to do. True, there is nothing to match the BBC's new "Domesday", yet one gains a vivid impression that it is not so much the quantity of our past which counts, as much as the quality of what our communities and their schools can do about it.

The most attractive aspect of Australian education is that you immediately feel at home there. You can recognize Australian teachers, classrooms, centres. For the visiting Pom, uncanny Australian coincidences abound. My introductory cup of tea with the Head of Scotch's lower school

was placed on his own "interest table", next to the perfect, polished fossil of a "Tribolite" - the "Dudley Bug". Robert Horne, the kindly factory commissioner who took the oral evidence of so many black country children in mines, nail-shops and lozenges, was Captain of the Gold Escort in the gold-fields of Victoria and later, Commissioner of Crown lands there.

There were many superficial resemblances to schools in Dudley, Carlton was almost a replica of Morley Pleasant Coseley, complete with Queen's portrait and "parents to the office" sign. The cheerful classroom at Playby, festooned with wallpaper-yards of children's "creative writing" was the image of Dawley Brook, Kingswinford in the high days of 1967. Working with a majority of English-speaking Greek children at Fairfield primary school was very little different from any class in an English mobile

classroom. We used the same evidence from the English swag. In mobiles at "Scotch", a dynamic fifth grade teaching team were developing the most impressive, authentically documented simulation that I have ever seen and shared in action. Re-creating a colonial settlement, with great problem-solving potential, Steve and his colleagues welcomed my sea captain's journal and set an able group of boys to work out the navigation exercise.

As at home, the nearer you got to the administration, the greater the tensions became. We joined a busy day-conference of peripatetic museum-teachers during their business session. Their chief concern was with administrative "review" and threatened cuts. They doubted whether their establishment would survive, and wondered whether their role was fully understood. Their function was precisely that which English teachers would welcome; in their museum classroom was full of the identical items of Victoriana which

English schools would use. Visiting children were dressed up in mob caps and smocks, just as they are at Sandon Museum in Staffordshire. Pennyfarthings, photograph albums, wash-bowls, children's slates, hoops and whip-tops all were there - only the Coal-gardie water-cooled meal-sieve added a touch of an outback.

There were, of course, deeper, long-standing differences at issue - a wide-spread Irish younger generation mood-erected their obviously "anti-Brit" attitudes to the present Troubles with ponderous tact. My royal family time-line markers were tolerated, but prompted the sardonic parting gift of a "Republic 88" sweater which they well knew I shall never wear. There are deep and sometimes widening differences of attitude and opinion, yet our common educational commitment, especially that of the HTA(V) to history, is deeper still.

In all, I worked with 15 "aid-back", but friendly Aussie classes, aged from six to 13. Most of these were taught weekly in the privileged seclusion of "Scotch", for three to 15 periods each. Other classes were taken for a full session each on the unfamiliar ground of the state schools. They gave me a visiting class of five-year-olds in the Victoria State Museum's classroom. "Would you like to introduce the photograph to them, John? - No problem!" A reciprocal fourth grade group lacked the Bayeux Tapestry, as a picture story freed from any English content" ("What do you see in the picture?").

My last-ever lesson was taken in the wooden schoolroom, with open fire, iron framed desks and a gallery. There, a class of ten-year-olds from Koroitumbura, downing a "bag man" of the export, showed 50 teachers how they would use the resources of Coal Creek Museum, to help me out of a fix.

Perhaps, if my tee-shirt bears a true prediction, an Australian Republic will devise a New History, different from its European heritage. Will Victoria become somehow less Victorian in 1988? Whatever happens, Aussie boys and girls will never be able to read a different story into the Bayeux Tapestry or navigate *Charles Lach-mere's course to my different latitude*. Nor can they eradicate or deny the heritage transported to Victoria, as much by Georgiana McCrae, friend of Robert Horne, who was a friend of Elizabeth Barrett Browning as by Edward Parry, Thomas Tilly and Robert Scattergood, English labourers all, convicted of forgery, burglary and "animal theft" at Stafford Assizes in 1785. They too sailed with the First Fleet and endured "the tyranny of distance", 12,000 miles from home.

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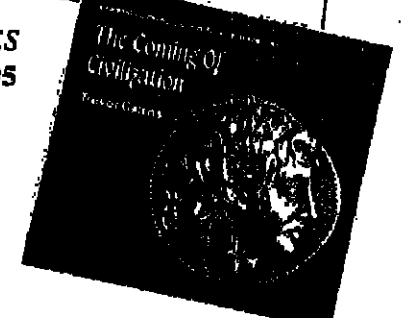
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A place of its own

form very much better than one would normally expect of pupils in this ability range. We have recently had no less than three pupils who finished their fifth year with only one Grade I CSE in archaeology, of course! Though it was only with a struggle that they obtained another four O levels, during their sixth form years they studied A levels in archaeology and in the related discipline of early history, performing so well that two have now graduated, and a third has just been accepted for a Diploma Course at Weymouth. There was no mystic secret to their success; it lay purely in their own commitment and dedication to a particular discipline.

A further aspect worthy of consideration is the social and therapeutic value of fieldwork. Dr J J Alexander once described the study of archaeology as a "light science". Like all sciences, it has its experimental component, in this case coming under the general classification of "fieldwork". This can be performed in many different ways and the few schools seriously tackling the subject have explored many interesting and worthwhile aspects.

At our own school, the pupils are encouraged to join the British Archaeological Society where, under

JOHN HOPE

professional supervision, they learn excavation and recording techniques in the Society's excavations in the Roman "small town" of Baintree. Further groups - largely girls - learn finds-processing and conservation under the eye of a lady finds supervisor, herself a former pupil of the school. Other groups participate in field walking and hedgerow dating. The results of their work on previous sites have already been published in professional journals. All this work is, of course, undertaken out of school hours and since, by necessity, the atmosphere on site is informal as well as instructive, many of the pupils regard their fieldwork as an interest and a hobby rather than as an obligation to their course.

In view of these advantages, one might wonder why archaeology has not been accepted more generally as a viable curriculum subject. One reason must surely be that it is a new discipline. There is not the same demand for archaeologists as there is for engineers or computer or electronics technicians. But, by the same token, society has few openings for profes-

sional historians, geographers and creative writers. Qualifications in these subjects - right up to degree level - provide evidence of a student's ability to assimilate and rationalize, and of his suitability for training and employment in some other walk of life. Cannot the same arguments be applied to archaeology where the initial appeal is arguably wider to young people?

How can we ensure that archaeology gets a fairer placing in schools is more difficult to discuss. One certainty is that its widespread adoption will not be immediate. At our school, backed by a headmaster who could hardly be more supportive, the subject boasts two full option groups both in the fourth and fifth years, and A level courses within the sixth form.

As a first step a competent and successful teacher of archaeology might be invited to address a conference of headteachers to explain the merits of the subject and to explore the difficulties in incorporating the subject in a school curriculum. Before they can be expected to consider such a step, headteachers will need to be convinced that the advantages justify the time and resources necessary.

Another fallacy to be overcome is that archaeology is an adjunct of his-

tory. This, I fear, is the case at present. There have been various instances where history departments, anxious to increase the archaeological component of their courses, have detailed a member of staff to "teach some archaeology". This is as reasonable as asking a geography teacher to teach geology; history and archaeology are related but independent disciplines which call upon different skills, techniques, content and teaching methods. If archaeology is to be taught seriously it is necessary to have a viable educational qualification for teachers of the subject. Courses instituted at county level and providing a certificate or diploma approved by the CBA (Council for British Archaeology) and the DES, would go a long way to introducing teachers into schools whose knowledge and incentive are sufficiently strong to demonstrate the academic viability of archaeology.

Finally, and perhaps most difficult of all, is the task of converting parents to a true awareness of the value of the subject. Most parents' knowledge of archaeology begins and ends with Magnus Magnusson and Tony Gregory. Their conception of archaeology is of "digging", their idea of an archaeologist is halfway between a junky and a nomad. When the stage choosing options arrives in the first year it is not surprising that archaeology - where it is offered at all - comes very poor second to the more traditional subjects. Apart from the usual parents' briefing on the options to offer, surely the best way to demonstrate the worth of the subject is through talks for adults laid on by local societies, by courses organized by the WEA and by the efforts of the teachers of archaeology who do exist to lay out "interest" courses - possibly through the auspices of the PTA.

These are some ideas. It would be gratifying to think that they might serve as the biblical mustard seeds. Initiatives such as the CBA, county teachers' centres, the WEA and indeed FE establishments and colleges generally accept the propositions of this short thesis, it is up to them to put the structure through which archaeology would be promulgated more widely and effectively in schools and the educational needs of our young people more adequately met.

John Hope is senior teacher at the Brampton School, Weymouth, Dorset and Director of the British Archaeological Society.

Scrapbook evidence

"Never Turn Back! A Lifelong Disaster - the Evidence, with Teacher's Guide. By G Davies and C Tooth. Bridge Publications £1.50. 1 869831 01 2.

Living History: A Guide to Reconstructing the Past with Children. By John Farnham and Patrick Redsell. Historic Buildings and Monuments Commission £1.50. 1 85074 073 9.

The Time Tunnel. Metropolitan Borough of Wolverhampton. Domesday Book: a Teacher's Guide. By Fiona Macdonald. Macdonald Educational £5.95. 0 356 11704.

Garth Davies and Christopher Tooth teach history in Great Yarmouth, and naturally make good use of their local past to introduce children to the historian's skills. Now they have produced for wider consumption an attractive and inexpensive scrapbook of evidence (mainly press cuttings) on the Calais lifeboat disaster of 1901, when nine men were lost in a tragedy indeed, but on a parochial scale of limited interest. To their documents, however, the authors have added a remorseless battery of questions and tasks to make pupils use the evidence and think critically about it. Then there is a careful teacher's guide to assessing the levels of skill they attain. Even if you or your children are never likely to set eyes on Calais, you may pick up here useful ideas on the systematic assessment of GCSE project work.

Not far along the East Anglian coast stands Orford Castle, the scene of some recent summers of a very different kind of historical learning. Hordes of fortunate Suffolk children descended on the place for a strenuous day's role-playing, as "apprentices" involved in assorted tasks loosely linked to the preparation of new defences.

They were whisked back to 1173. When not fully involved in building, carpentering, weaving, potting, cooking and a score of other useful tasks, they had a chance to observe the testy Constable dealing with the everyday trials and tribulations of a 12th-century castle. The project, mounted with the encouragement of English Heritage, was sequel to another at Heveningham Hall, where children were dumped into 1790 to help out on a great estate.

Both exercises were devised by John Farnham, Suffolk's Museums Liaison Officer, and Patrick Redsell, Drama Adviser, heading a team of willing helpers, actors, teachers and craftsmen. Now they have explained something of the complex planning that keeps 200 children and their teachers usefully employed each day in this glorious mixture of game and lesson. Empathetic adventures may seem very different from the painstaking dissection of sources at Calais, but evidence and imagination play their parts in both exercises, however different the approaches.

The Time Tunnel is also imaginative, a story written and illustrated by infants and juniors of a Wolverhampton school. The tale is slight, a quick trip into the town's past; but it makes a good peg for some vivid and well-researched paintings of Lady Wulfrun and Queen Victoria, with colourful costume, transport and daily life. Domesday Book, as we've been told often lately, is a superb piece of evidence, especially when complemented by that unique comic-strip from Bayeux. Fiona Macdonald summarises recent views on its history and problems, explains how to read and understand it, and puts forward detailed suggestions for creative, constructive and interpretative work: a helpful handbook for anyone teaching about the nature of evidence and basing wider activities upon it.

Tom Corfe

Broad panorama

Modern Britain 1700-1983. By Geoffrey Alderman. Croom Helm £19.95. 0 7099 0537 X. £6.95 (HB £3).

The panorama Dr Alderman depicts is a broad one for the limited number of brush strokes possible in a book of only 300 pages. However, by excluding foreign and colonial questions, and by being otherwise selective in his themes, he has trimmed his canvas to manageable proportions, and fills every part of it with an impressively bold and fluent treatment of material which, collectively and connectively, projects an astute and coherent portrait of the development of modern Britain.

What I found particularly enjoyable in his book (designed for the "A-level" fledgling reader for anybody) is its emphasis on the inwardness of events well known and oft narrated, but appreciated sometimes only at their superficial level.

Thus, Chamberlain's break with Gladstone over Home Rule in 1886 is seen as motivated as much by personal ambition as by concern for the integrity of Ireland within the Empire. Gladstone was, by his "Celtic obsessions", blocking the succession of the man who knew himself to be - and was recognized by most others as - infinitely the ablest and most dynamic potential leader of the party. Though at 50, Chamberlain was still, by the standards of the day, youngish, he realized that his best years were rapidly passing, and that if they were to be eaten up in assisting Gladstone's futile endeavours to shove the Silesian stone of Home Rule past the Lord's veto, he might never be given the opportunity to implement the "Newcastle Programme" of social reform that Gladstone had suddenly, and somewhat opportunistically, embraced.

Martin Fagg

Conflict

Aspects of Conflict 1916. By Peter Liddle. Michael Russell £9.95. 0 85953 116 4.

1916 - the central year of the First World War; the year at whose dead centre, July 1, stands the most blood-sudden day in British military history, the first day of the Battle of the Somme. This, one of the 20th-century national traumas, is its trenchantly illustrated, as are the other 1916 topics (Jutland, the Siege of Kut, the Easter Rebellion, Egypt, the War, the treatment of Conscientious Objectors, etc.) chosen by Peter Liddle for this absorbing and moving compilation. Ninety-five per cent of it is visual - official and private photographs, newspaper articles and cartoons, all expertly annotated by expert captions.

Peter Liddle, who is a lecturer at Sunderland Polytechnic, has for years been accumulating there a large archive of "1914-1918 Personal Experience". This imaginatively and meticulously presented selection from it reflects the greatest credit both on the author and on his enterprising Wilton, Salisbury publisher.

Martin Fagg

Richard Ollard's tale of a celebrated merchant, The Escape of Charles II after the Battle of Worcester (Oxford £6.95. 0 19 467280 6) was first published in 1966. He stresses the wider significance of Charles's personality in shaping his character and attitudes. But this remains primarily a stirring adventure story, even if the maps to follow it are knowledgeably absent. An element of the comedy shines through the drama; Charles's shrewdness and courage in adversity are counterpointed by the "awful incompetence" of Lord Villiers.

Tom Corfe

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Fellowships, Students

Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER
PRIMARY EDUCATION



HEADTEACHER POST

Figheldean C.E. (controlled) Primary School, Figheldean, Salisbury, SP4 8JT.

Group 2

Required for this three teacher school from April 1987, following the promotion of Mrs. B. Carter to the Headship of another school in Wiltshire and the completion of a review by the Education Committee of primary school provision in the Upper Avon Valley. Figheldean is an attractive village in the Avon Valley some 12 miles north of Salisbury.

Application form and further details (SAE please) from and returnable to the Chief Education Officer, Education Department, (Ref. ST/77/PMB), Trowbridge, by the 12th December.

Previous applicants will be reconsidered and need not re-apply.

DEPUTY HEADTEACHER POST

St. Peter's C.E. Aided Primary School, Lords Mead, Chippenham, SN14 0LL

N.O.R. 150

Suitably experienced teachers are invited to apply for details of this post and an application form by sending an SAE to the Headmistress at the school. Closing date: 2nd January, 1987.

SCALE 2 POST

Corsham Regis County Primary School Kings Avenue Corsham, SN13 0EG

Group 5

N.O.R. 218

Required for April 1987 to join a lively and enthusiastic staff and take responsibility for music throughout the school. Initially for 3rd/4th year Junior Class in a cooperative double teaching unit. Candidates should be prepared to promote music with staff and pupils throughout the primary age range. Application forms and further details from the Head Teacher (SAE please). Closing date 19th December 1986.

SCALE 1 POST

Redlands Junior and Infants County Primary School, Brook Street, Chippenham. SN14 0JE.

Group 4

N.O.R. 321

Required from January 1987 to teach upper junior class, with an interest in topic based teaching.

Application forms and further details from (SAE) The Head Teacher as soon as possible. Closing date 10th December, 1986.

FURTHER EDUCATION

Chippenham Technical College, Cocklebury Road, Chippenham, Wilts SN15 3QD.

DEPARTMENT OF ADULT & COMMUNITY SERVICES

SENIOR LECTURER IN CATERING

required to take up appointment at Easter for the establishment of a third centre for full-time craft catering education in Wiltshire. Salary scale £12,615-£14,820.

Applications within ten days of the appearance of the advertisement. Further details and application forms available from the Clerk to the Governors of the College (SAE please).

(00710)

HEAD DESIGNATE

Required April, 1987.

Barnes Farm County Infants School (Group 4), Henniker Gate, Chelmsford.

This is a new school to open from 1st September, 1987, following the re-organisation of Barnes Farm County Primary to separate Junior and Infants Schools.

Relocation allowances payable in appropriate cases.

HEADTEACHER

Required April, 1987.

Applications are invited from suitably qualified teachers for the following Headship.

Chipping Hill County Infants School (Group 2), Church Street, Witham.

Relocation allowances payable in appropriate cases.

Please send foolscap s.a.e for form and details for the above 2 posts to County Education Office, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

Closing date: 19th December, 1986.

(02288)



PRIMARY HEADSHIPS

(continued)

DORSET

GILLINGHAM COUNTY PRIMARY SCHOOL
Call Road, Gillingham
NOTICE (AIDED) FIRST SCHOOL
Molcombe, Shurifbury (Group 1)
TOWERS PROVOST COUNTY PRIMARY SCHOOL
Worcester, Stour Provost, Gillingham
(Group 3)
Head Teachers required from September 1987.
Further details and application forms, returnable by 12 December, from the Educational Services Officer, County Hall, Dorchester, DT1 1JG. (Ref: 455/45) 110012

Cheshire

WARRINGTON DISTRICT CALLANDS COUNTY PRIMARY SCHOOL

Group 4
Salary: Currently £12,720 - £14,175

Headteacher

Required from April 1987 or as soon as possible thereafter. This new School is due to open in September 1987.
Application forms and further details available from: District Education Officer, Education Offices, Priestley House, Bankside, Warrington, Cheshire.

Completed forms to be returned to the District Office.

WESTBROOK C E AIDED PRIMARY SCHOOL

Group 4
Salary: Currently £12,720 - £14,175 plus 3% Community Use Allowance

Headteacher

Required from April 1987.
This new School is due to open in September 1987. This new Church of England School has been enhanced to allow it to act as a focal point for Parish and Community use.

Application forms and further details available from: District Education Officer, Education Offices, Bankside, Warrington, Cheshire.

Returnable to: The Law Clerk, Warrington C E Educational Trust, 3 Winwick Street, Warrington, Cheshire.

Closing Date: Friday - 12 December 1986.

(02259)

Redbridge

London Borough

Required for Summer Term 1987:

Headteacher

Group 4

WANSTEAD CHURCH SCHOOL, Church Path, Wanstead, London E11 2SS

Applications are invited from suitably qualified and experienced teachers who are practising and communicant members of the Church of England for the post of Headteacher of this one form entry Voluntary Aided primary school.

Application forms and further details are available from the Director of Educational Services, 285-289 High Road, Ilford, Essex IG1 1NN (Tel: 01 478 3020 Ext 3136). Completed forms should be returned to the Rector and Chairman of Governors, Father V. P. Bowen, c/o Director of Educational Services at the above address, by 12th December.

(02288)

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private household or
2. It is a business employing fewer than six persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

Leicestershire PRIMARY HEADTEACHERS

Required April 1987

1. ANSTY WOLDEN HILL COUNTY PRIMARY SCHOOL Group 4
An open-plan primary school situated in a pleasant village on the north outskirts of Leicester. Approximately 210 on roll (aged 5-11).

2. LOUGHBOROUGH ST. MARY'S (NEW) R.C. (AIDED) PRIMARY SCHOOL - Provisional Group 4
This new R.C. Aided primary school is expected to open in September 1987. Applicants should be committed Roman Catholics, and hold a Catholic Teachers Certificate. The successful candidate will be appointed in accordance with the terms of the C.E.C. contract. Capacity for 240 pupils (aged 5-11).

3. ASHBY (NEW) COUNTY PRIMARY SCHOOL - Provisional Group 4
This new primary school is expected to open in September 1987 and will serve an area of mixed catholic and private dwellings. Capacity for 240 pupils (aged 5-11).

4. BREEDON ON THE HILL ST. HAROLD'S C.E. (CONTROLLED) PRIMARY SCHOOL AND COMMUNITY CENTRE - Group 2 plus
warden's allowance of £1,088 p.a.

Head/Warden for this primary school and Community Centre in a pleasant village in north-west of the County. Approximately 50 on roll (aged 4-10).

Application forms and further details and job descriptions - please state which post(s) - from Director of Education, County Hall, Glenfield, Leicester LE3 8RF (s.a.e. please) to whom applications should be returned by: Post 1, 3 and 4 - 8th December 1986. Post 2 (St. Mary's) - 15th December 1986.

Asians and Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. Disabled applicants will be given an interview if suitably qualified and experienced, and supported by a recognised agency e.g. D.O.

Application forms and further details available from: District Education Officer, Education Offices, Bankside, Warrington, Cheshire.

Returnable to: The Law Clerk, Warrington C E Educational Trust, 3 Winwick Street, Warrington, Cheshire.

Closing Date: Friday - 12 December 1986.

Completed forms to be returned to the District Office.

WESTBROOK C E AIDED PRIMARY SCHOOL

Group 4
Salary: Currently £12,720 - £14,175 plus 3% Community Use Allowance

Headteacher

Required from April 1987.
This new School is due to open in September 1987. This new Church of England School has been enhanced to allow it to act as a focal point for Parish and Community use.

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SPECIAL EDUCATION

(continued)

SOLIHULL EDUCATION COMMITTEE
SPECIAL LEARNING DIFFICULTIES UNIT
KINGSTON ROAD, SOLIHULL
SOLIHULL ASSISTANT TEACHER Scale 1 Plus 55A
Required for January 1987, to assist in the teaching of children with specific learning difficulties.
Application forms and further details from the Head of the Special Learning Difficulties Unit, Solihull School, Solihull, CV56 0NR. Tel: 021 770 0267. Closing date 15 December 1986. (45444)

STAFFORDSHIRE

HONORABLE SCHOOLS

ASSISTANT TEACHER
The Honorable School, Staffs. is required for January 1987. This is a specialist post in the teaching of children with specific learning difficulties. The teacher will be working in the classroom with the Headmaster, and will be responsible for the teaching of children with specific learning difficulties. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Honorable School, Staffs. Tel: 0577 63787. (45558)

SUTTON

BOROUGH OF SUTTON

ASSISTANT TEACHER
The Borough of Sutton is required for January 1987. This is a specialist post in the teaching of children with specific learning difficulties. The teacher will be working in the classroom with the Headmaster, and will be responsible for the teaching of children with specific learning difficulties. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Sutton School, Sutton, Staffs. Tel: 0577 63787. (45558)

WEST SUSSEX

EDUCATION DEPARTMENT

ASSISTANT TEACHER
The Education Department of the Borough of Worthing is required for January 1987. This is a specialist post in the teaching of children with specific learning difficulties. The teacher will be working in the classroom with the Headmaster, and will be responsible for the teaching of children with specific learning difficulties. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Worthing School, Worthing, Sussex. Tel: 01243 85111. (45558)

Independent Schools

By Subject Classification

Art and Design
ESSEX
ELSTON SCHOOL
DIRECTOR OF ART
Required for September 1987. The Art Department is currently seeking a Director of Art for the school. The post holder will be responsible for the development and maintenance of the Art Department. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Elston School, Elston, Essex. Tel: 0206 38095. (45558)

Commercial Subjects

Other Assistants

EAST SUSSEX
WINDHURST COLLEGE
WINDHURST COLLEGE, WINDHURST, EAST SUSSEX TN38 7JG
Required for January 1987. The post holder will be responsible for the teaching of Commercial Subjects. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Windhurst College, Windhurst, East Sussex. Tel: 01323 85111. (45558)

English

Heads of Department

BIRMINGHAM
DEAN OF ENGLISH
The Dean of English is required for January 1987. The post holder will be responsible for the development and maintenance of the English Department. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Birmingham School, Birmingham. Tel: 021 625 1111. (45558)

Geography

Other Assistants

DEVON
GREENVILLE COLLEGE
GREENVILLE COLLEGE, GREENVILLE, DEVON PL36 8JH
Required for January 1987. The post holder will be responsible for the teaching of Geography. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Greenville College, Greenville, Devon. Tel: 01323 85111. (45558)

Home Economics

Other Assistants

MIDDLESEX
HEA FIELD SCHOOL
HEA FIELD SCHOOL, HEA FIELD, MIDDLESEX HA5 2JH
Required for January 1987. The post holder will be responsible for the teaching of Home Economics. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Hea Field School, Hea Field, Middlesex. Tel: 0181 625 1111. (45558)

Mathematics

Heads of Department

CHESTER
THE QUEEN'S SCHOOL
THE QUEEN'S SCHOOL, CITY WALL, CHESTER CH1 2NN
Required for January 1987. The post holder will be responsible for the development and maintenance of the Mathematics Department. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, The Queen's School, City Wall, Chester. Tel: 01566 625 1111. (45558)

History

Other Assistants

LONDON E21
DULWICH COLLEGE
DULWICH COLLEGE, LONDON E21 7LD
Required for January 1987. The post holder will be responsible for the teaching of History. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Dulwich College, Dulwich, London. Tel: 0181 625 1111. (45558)

Modern Languages

Other Assistants

BERKSHIRE
ROVAT COLLEGE
ROVAT COLLEGE, ROVAT, BERKSHIRE RG7 6AR
Required for January 1987. The post holder will be responsible for the teaching of Modern Languages. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Rovat College, Rovat, Berkshire. Tel: 01235 85111. (45558)

Oxford

PART-TIME TEACHER OF ECONOMICS REQUIRED

OXFORD
FRANKLIN COLLEGE
FRANKLIN COLLEGE, FRANKLIN, OXFORD OX1 1JH
Required for January 1987. The post holder will be responsible for the teaching of Economics. The post is available for a part-time basis. Applications should be sent to the Headmaster, Franklin College, Franklin, Oxford. Tel: 01865 625 1111. (45558)

Surrey

FRENCH/SPANISH/ITALIAN

SURREY
FRANKLIN COLLEGE
FRANKLIN COLLEGE, FRANKLIN, SURREY GU10 1JH
Required for January 1987. The post holder will be responsible for the teaching of French/Spanish/Italian. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Franklin College, Franklin, Surrey. Tel: 01483 625 1111. (45558)

Mathematics

Heads of Department

CHESTER
THE QUEEN'S SCHOOL
THE QUEEN'S SCHOOL, CITY WALL, CHESTER CH1 2NN
Required for January 1987. The post holder will be responsible for the development and maintenance of the Mathematics Department. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, The Queen's School, City Wall, Chester. Tel: 01566 625 1111. (45558)

Modern Languages

Other Assistants

BERKSHIRE
ROVAT COLLEGE
ROVAT COLLEGE, ROVAT, BERKSHIRE RG7 6AR
Required for January 1987. The post holder will be responsible for the teaching of Modern Languages. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Rovat College, Rovat, Berkshire. Tel: 01235 85111. (45558)

Oxford

PART-TIME TEACHER OF ECONOMICS REQUIRED

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Required for January 1987. The post holder will be responsible for the teaching of Economics. The post is available for a part-time basis. Applications should be sent to the Headmaster, Franklin College, Franklin, Oxford. Tel: 01865 625 1111. (45558)

Surrey

FRENCH/SPANISH/ITALIAN

SURREY
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Tudor Hall School

Banbury, Oxon.

TUDOR HALL SCHOOL
BANBURY, OXON. OX16 9UR
Required for September 1987 for purpose built house for 36 Lower Sixth girls. Attractive flat suitable for single person. Tudor Hall has 250 girls aged 11-18 of whom 65-70 are on A Level courses. Assistant Housemistress post also available. Please send letter of application, curriculum vitae and names of two referees to The Headmistress. (45478)

Kent

CROHAM HALL

CROHAM HALL
CROHAM HALL, CROHAM, KENT TN11 1JH
Required for January 1987. The post holder will be responsible for the teaching of Mathematics. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Croham Hall, Croham, Kent. Tel: 01580 625 1111. (45558)

Kent

KING'S SCHOOL

KING'S SCHOOL
KING'S SCHOOL, KENT TN11 1JH
Required for January 1987. The post holder will be responsible for the teaching of Mathematics. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, King's School, Kent. Tel: 01580 625 1111. (45558)

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Devon

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Required for January 1987. The post holder will be responsible for the teaching of Mathematics. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Kelly College, Kelly, Devon. Tel: 01323 85111. (45558)

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APPOINTMENTS IN SCOTLAND

ORKNEY ISLANDS COUNCIL

Post of Itinerant Teacher of Music

Applications are invited from suitably qualified teachers for the above post. Applicants must be registered with the General Teaching Council for Scotland. The post involves teaching at primary and secondary level in various schools in the county. Salary is in accordance with the Scottish Teachers' Salaries Memorandum, plus an Island Allowance currently £537.00 per annum.

Post of Instructor of Brass

There is a current vacancy for the only full-time post in brass tuition in the county. Applicants must have a specialisation on at least one member of the brass family (orchestral or brass band) and be able to offer tuition in the full range of brass instruments.

Post of Instructor of Stringed Instruments

There is a current vacancy for one of two full-time specialist string teachers in the county. Applicants must have a specialisation on at least one member of the string family and be able to offer tuition in full range of string instruments. Further details and application forms (to be returned not later than 15th December 1986) may be obtained from the Director of Education and Recreation Services, Education Department, Council Offices, Kirkwall, Orkney KW15 1NY. Tel: (0856) 3835.



Thyside Regional Council
EDUCATION DEPARTMENT
***PRINCIPAL TEACHER OF RELIGIOUS EDUCATION**
LAWSIDE RC ACADEMY, DUNDEE (R.A. £2,382)
ASSISTANT PRINCIPAL TEACHER OF RELIGIOUS EDUCATION
CHRAIGIE HIGH SCHOOL, DUNDEE (R.A. £1,044)
ASSISTANT PRINCIPAL TEACHER OF RELIGIOUS EDUCATION
LINLATHEN HIGH SCHOOL, DUNDEE (R.A. £1,371)

* Applicants for this post must satisfy the Roman Catholic Church Authorities as to their Religious belief and character. Application forms for the above posts may be obtained from the Director of Education, (Staffing Section), Floor 8, Thyside House, 28 Clifton Street, Dundee DD1 3RU to whom they should be returned not later than MONDAY, 15 DECEMBER 1986. THYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER.

CENTRAL REGIONAL COUNCIL An Equal Opportunities Employer EDUCATION DEPARTMENT PRINCIPAL TEACHER OF MATHEMATICS (2 posts)

St. Modans High School, Stirling (Tel: Stirling 70962) Responsibility Payment £3,396

Candidates will require to be approved by the Roman Catholic Church Representative. McLaren High School, Callander (Tel: Callander 30156) Responsibility Payment £2,689

For both posts further details available from the Rector of the School. Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, Room 205, Viewforth, Stirling to whom they should be returned not later than Monday, 15th December, 1986.

ORKNEY ISLANDS COUNCIL

Education Department
Applications are invited from suitably qualified teachers for the following posts. Applicants must be registered with the General Teaching Council for Scotland.

HEAD TEACHER

ST ANDREWS PRIMARY SCHOOL
St Andrews Primary School is a 4-teacher school with a roll of approximately 60 pupils. The salary is in accordance with the Scottish Teachers' Salaries Memorandum plus an island allowance of £537 per annum.

PRIMARY TEACHER

NORTH WALLS SCHOOL
North Walls is a combined primary school and 4-year junior high school, with a roll of 63 pupils in the primary department and 16 in the secondary. The post to be filled is for a teacher of primaries 1, 2 and 3. The salary is in accordance with the Scottish Teachers' Salaries Memorandum, plus an outer island allowance of £1,185.

Further details and application forms for both posts (to be returned not later than Monday 8th December 1986) may be obtained from the Director of Education and Recreation Services, Council Offices, Kirkwall, Orkney.

HEAD OF REMEDIAL DEPARTMENT

Applications are invited for the above post which falls vacant on Monday 5th January. The post currently carries an APT allowance. Applications are sought from teachers with relevant qualifications and experience in dealing with children with specific learning difficulties.

Further information may be obtained from the Headmaster, to whom letters of application, with the names of two referees, should be submitted by Friday 12th December.

George Harlot's School, Lauriston Place, Edinburgh EH3 9EQ

Other Assistants

LONDON SW1
FRANCIS HOLLANDS SCHOOL
FRANCIS HOLLANDS SCHOOL, ENGLAND SW1 4JG
Required for January 1987. The post holder will be responsible for the teaching of Mathematics. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Francis Hollands School, England. Tel: 0181 625 1111. (45558)

Other Assistants

WEST SUSSEX
WINDHURST COLLEGE
WINDHURST COLLEGE, WINDHURST, WEST SUSSEX TN38 7JG
Required for January 1987. The post holder will be responsible for the teaching of Mathematics. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Windhurst College, Windhurst, West Sussex. Tel: 01323 85111. (45558)

Other Assistants

DEVON
KELLY COLLEGE
KELLY COLLEGE, KELLY, DEVON PL36 8JH
Required for January 1987. The post holder will be responsible for the teaching of Mathematics. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Kelly College, Kelly, Devon. Tel: 01323 85111. (45558)

Other Assistants

BERKSHIRE
ROVAT COLLEGE
ROVAT COLLEGE, ROVAT, BERKSHIRE RG7 6AR
Required for January 1987. The post holder will be responsible for the teaching of Mathematics. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Rovat College, Rovat, Berkshire. Tel: 01235 85111. (45558)

Other Assistants

DEVON
KELLY COLLEGE
KELLY COLLEGE, KELLY, DEVON PL36 8JH
Required for January 1987. The post holder will be responsible for the teaching of Mathematics. The post is available for a full-time or part-time basis. Applications should be sent to the Headmaster, Kelly College, Kelly, Devon. Tel: 01323 85111. (45558)

Other Assistants

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James, aged 44, a native of the United States, who has been in the United States since 1900, and who is now a resident of the city of New York, and who is now a resident of the city of New York, and who is now a resident of the city of New York.

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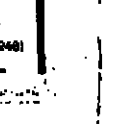
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MARKETING AND DEVELOPMENT MANAGER

CHICHESTER COLLEGE OF TECHNOLOGY

Salary: £18,174-£20,181 (Burnham Head of Department Grade V Scale).

As assistant to the Principal and Vice-Principal the postholder will have college-wide responsibility for marketing, for the development of new initiatives and co-ordination of self-financing work. A positive approach and ability to establish working relationships with the widest variety of clientele are essential.

Application form and further details available from the Registrar, Chichester College of Technology, Westgate Fields, Chichester PO19 1SB (a.s.e. please).

Closing date 18th December, 1986.

west sussex

COLLEGE OF FURTHER EDUCATION PLYMOUTH

As part of the College reorganisation the following posts have been created:-

Head of Supervisory Management Head of Tertiary/General Education Head of Information Technology and Computing

All posts are initially grade 4 but this will be subject to review at a later stage.

Applicants must be graduates or professionally qualified with substantial management experience in Further Education. Industrial/commercial experience would be an added advantage.

The persons appointed will be expected to promote the rapid development of courses, including cost effective short courses.

Salary up to £18,714, depending upon previous experience.

Application forms and further particulars (SAE please) from: The Registrar, TS 3H, College of Plymouth Education, Kings Road, Devonport, Plymouth, PL1 5QG.

Closing date for applications will be 12th December 1986.



EDUCATION DEPARTMENT

Lecturing Vacancies

Applications are invited for the following posts to commence as soon as possible.

Afan College, Margam, Port Talbot, SA13 2AL.
LECTURER (ENGLISH). An Honours Graduate in English to assist in the teaching of English and Communication Studies at all levels, including G.C.E. 'A' Level and G.C.S.E. This post will commence from 27th April, 1987. (Post Ref: 24.26.86).

Neath College, Dwr-y-Felin Road, Neath, SA10 7RF.

1. **LECTURER IN CHEMISTRY.** Good Honours Graduate in Chemistry to teach on a wide variety of courses including 'A' level, BTEC National Diploma and Higher National Certificate in Science, Industrial and teaching experience together with ability to contribute to Sports Science courses in the college would be an advantage. (Post Ref: 24.26.86).

2. **LECTURER IN CARPENTRY AND JOINERY.** The person appointed must be suitably qualified to teach to the level of Advanced Craft in Carpentry and Joinery, and the Craft Certificate in Wood Machining, and have had industrial and teaching experience. An ability to offer certain subjects associated with BTEC Building Studies would be advantageous. (Post Ref: 9.26.86).

3. **LECTURER IN CARING.** Applicants should be suitably qualified persons in the field of Caring, able to teach on a variety of vocational and pre-vocational courses including C.G. 331, CPVE and BTEC, and to fulfil the role of College Caring Coordinator. It is essential that the successful candidate should have experience in the Caring field. Experience in the teaching of the 16-19 age group would be an added advantage. (Post Ref: 10.26.86).

Application forms and further particulars can be obtained from the appropriate college concerned on receipt of a large stamped addressed envelope, quoting the post reference.

The CLOSING DATE for receipt of completed application forms is THURSDAY, 11th DECEMBER, 1986.

John Beale

Director of Education

COLLEGES OF FURTHER EDUCATION

Herts of Department

GRAMPAN REGIONAL COUNCIL, ABERDEEN TECHNICAL COLLEGE

HEAD OF SECTION (NAVIGATION)
Applicants should hold a Class 1 ship's certificate or an appropriate degree or equivalent qualification and have suitable industrial and teaching experience.

Salary scale: £12,318 - £14,463.45 (220018)

Other Appointments

BARNET LONDON BOROUGH OF BARNET

LECTURER IN ELECTRONICS
Applicants should hold a First or Second Year HND in Electronics or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN CARPENTRY AND JOINERY
Applicants should hold a First or Second Year HND in Carpentry and Joinery or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN PHYSICS
Applicants should hold a First or Second Year HND in Physics or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN CHEMISTRY
Applicants should hold a First or Second Year HND in Chemistry or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN MATHEMATICS
Applicants should hold a First or Second Year HND in Mathematics or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN BUSINESS
Applicants should hold a First or Second Year HND in Business or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN ARTS
Applicants should hold a First or Second Year HND in Arts or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN MUSIC
Applicants should hold a First or Second Year HND in Music or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN DANCE
Applicants should hold a First or Second Year HND in Dance or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN THEATRE
Applicants should hold a First or Second Year HND in Theatre or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN FILM
Applicants should hold a First or Second Year HND in Film or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN TELEVISION
Applicants should hold a First or Second Year HND in Television or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN RADIO
Applicants should hold a First or Second Year HND in Radio or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN JOURNALISM
Applicants should hold a First or Second Year HND in Journalism or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN PUBLIC RELATIONS
Applicants should hold a First or Second Year HND in Public Relations or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN MARKETING
Applicants should hold a First or Second Year HND in Marketing or equivalent qualification and have suitable industrial and teaching experience.

LECTURER IN MANAGEMENT
Applicants should hold a First or Second Year HND in Management or equivalent qualification and have suitable industrial and teaching experience.

AVON COUNTY COLLEGE

Department of Social Studies
Lecturer in Community Studies
Required for January 1st 1987 or as soon as possible after this date. The successful candidate will have worked with the 16-19 age group and hold a First or Second Year HND in Community Studies or equivalent qualification. This vacancy is under a contract which is open-ended as long as funding for 16-19 is available from the Manpower Services Commission.

Further details and application forms (sent a.s.p.) are available from The Principal, Avon County College, 1512 7th Avenue, Bristol BS12 7AT. High salary post (no 5586/11). Considered for recruitment by the Manpower Services Commission. Avon is an Equal Opportunity Employer. (46056) 220026

Other Appointments
Further details and application forms (sent a.s.p.) are available from The Principal, Avon County College, 1512 7th Avenue, Bristol BS12 7AT. High salary post (no 5586/11). Considered for recruitment by the Manpower Services Commission. Avon is an Equal Opportunity Employer. (46056) 220026

DORSET BOURNEMOUTH AND POOLE COLLEGE OF FURTHER EDUCATION
The following posts will be available in the College during 1987:
LECTURER IN BUSINESS ADMINISTRATION
Lecturer Grade 2 in Business Administration (1.5.87)
Lecturer Grade 1 in SECRETARY STUDIES (1.5.87)
Lecturer Grade 1 in FABRICATION & WELDING (1.5.87)
Lecturer Grade 1 in ELECTRONIC ENGINEERING & COMPUTING (1.5.87)
Lecturer Grade 1 in MATHEMATICS (1.5.87)
Lecturer Grade 1 in COMPUTING (1.5.87)
Lecturer Grade 1 in CATERING (1.5.87)
Lecturer Grade 1 in PI-NANCE (1.5.87)
Lecturer Grade 1 in BUSI-NESS STUDIES APPLICATIONS (1.5.87)

Applicants should have appropriate qualifications and industrial/commercial experience. Applications should be sent to the Principal, Bournemouth and Poole College of Further Education, 1512 7th Avenue, Bournemouth, Dorset (Tel: 0202 74600).

Further details and an application form from the Principal, Bournemouth and Poole College of Further Education, 1512 7th Avenue, Bournemouth, Dorset (Tel: 0202 74600).

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WEST CHESHIRE COLLEGE

Eaton Road, Handbridge, Chester, CH4 7ER.
Telephone Chester 677677

Principal: C D Rees BA MEd

Applicants are invited for posts at

Lecturer Grade I

as follows:-

Post 10G Retail and Wholesale Distribution
Post 10J Business/Secretarial Studies
Post 10N Core Studies

The above posts are mainly for pre-vocational courses and BTEC First Awards.

Post 6N Food Production
Post 11M Human Biology and Applied Science
Post 17J Visual Communications
Post 20X Social Care
Post 20L Special Education
Post 22L Mechanical Engineering

(Please quote post reference number when requesting details)

All applicants should be suitably qualified by degree or professional qualification and should have relevant industrial experience, where appropriate. Preference is normally given to qualified teachers.

Application forms and further details can be obtained from the Principal on receipt of a stamped addressed envelope should be returned by Friday 12 December.

Further details and an application form from the Principal, West Cheshire College, Eaton Road, Handbridge, Chester, CH4 7ER. (Tel: 051 677677).

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COLLEGES OF FURTHER EDUCATION

CHESHIRE

MID CHESHIRE COLLEGE OF FURTHER EDUCATION
Northwich, Cheshire CW9 7LJ

DEPARTMENT OF GENERAL STUDIES
Required for January 1st 1987 or as soon as possible after this date. The successful candidate will have worked with the 16-19 age group and hold a First or Second Year HND in General Studies or equivalent qualification. This vacancy is under a contract which is open-ended as long as funding for 16-19 is available from the Manpower Services Commission.

Further details and application forms (sent a.s.p.) are available from The Principal, Mid Cheshire College of Further Education, Northwich, Cheshire CW9 7LJ. High salary post (no 5586/11). Considered for recruitment by the Manpower Services Commission. Cheshire is an Equal Opportunity Employer. (46056) 220026

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LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer
Southfields College of Education
Leicester LE2 7LW

LECTURER IN SENIOR AND COMMUNITY YOUTH TUTOR
Applications are invited for the above post to join the staff of Southfields College of Education, Leicester. The successful candidate will be responsible for the day to day management of the college, which will be used by the community in the leisure context. The aim is to use the college as a centre for structured Education Programme.

Applicants are expected to be both qualified and experienced in the Community Work and Community Education fields. A qualification in Youth and Community Work or a Social Science would meet the qualification requirements.

Salary: £8,595 - £13,656 per annum. Further details and application forms are obtainable from the Principal, Southfields College of Education, Leicester LE2 7LW. (Tel: 0533 446111) 220026

Other Appointments
Further details and application forms (sent a.s.p.) are available from The Principal, Southfields College of Education, Leicester LE2 7LW. High salary post (no 5586/11). Considered for recruitment by the Manpower Services Commission. Leicestershire is an Equal Opportunity Employer. (46056) 220026

Further details and an application form from the Principal, Southfields College of Education, Leicester LE2 7LW. (Tel: 0533 446111).

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NORTHUMBERLAND COUNTY COUNCIL

Northumberland College of Education
Newcastle NE4 5JG

LECTURER IN TELEVISION STUDIOS
From January 1987, to be responsible for the day to day management of the college, which will be used by the community in the leisure context. The aim is to use the college as a centre for structured Education Programme.

Applicants are expected to be both qualified and experienced in the Community Work and Community Education fields. A qualification in Youth and Community Work or a Social Science would meet the qualification requirements.

Salary: £8,595 - £13,656 per annum. Further details and application forms are obtainable from the Principal, Northumberland College of Education, Newcastle NE4 5JG. (Tel: 091 220026) 220026

Other Appointments
Further details and application forms (sent a.s.p.) are available from The Principal, Northumberland College of Education, Newcastle NE4 5JG. High salary post (no 5586/11). Considered for recruitment by the Manpower Services Commission. Northumberland is an Equal Opportunity Employer. (46056) 220026

Further details and an application form from the Principal, Northumberland College of Education, Newcastle NE4 5JG. (Tel: 091 220026).

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